UNIVERSITY OF LONDON LIBRARY

THIS BOOK IS NOT
TO BE PHOTOCOPIED

University of London

606129

Digitized by the Internet Archive
in 2026

https://archive.org/details/reportsfromcommi0014vari_b5u6

REPORTS

FROM

COMMISSIONERS:

TWENTY-FOUR VOLUMES.

—(14.)—

EDUCATION (SCOTLAND).

Session

19 *November* 1867 —— 31 *July* 1868.

VOL. XXIX.

REPORTS FROM COMMISSIONERS:

1867-8.

TWENTY-FOUR VOLUMES:—CONTENTS OF THE

FOURTEENTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the of each* Report; *and the* Figure *at the* end of the line, *refer to the* MS. Paging *e Volumes arranged for The House of Commons.*

EDUCATION (SCOTLAND):

II.] THIRD REPORT by Her MAJESTY'S COMMISSIONERS appointed to inquire into the SCHOOLS in SCOTLAND, with an APPENDIX (BURGH and MIDDLE CLASS SCHOOLS); together with the GENERAL and SPECIAL REPORTS of the ASSISTANT COMMISSIONERS. VOL. I. - - - - - - - - - p. 1

II-I.] Ditto - VOL. II. SPECIAL REPORTS - - - - 353

Education Commission (Scotland).

THIRD REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO THE

SCHOOLS IN SCOTLAND

WITH AN APPENDIX.

BURGH AND MIDDLE-CLASS SCHOOLS.

TOGETHER WITH

THE GENERAL AND SPECIAL REPORTS OF THE ASSISTANT-COMMISSIONERS.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
BY THOMAS CONSTABLE.

1868.

REFORM CLUB
PALL MALL

CONTENTS.

PAGE

GENERAL REPORT, ... v

APPENDIX TO GENERAL REPORT:—

I. Plan for combining University with Normal School Training, ... xxix

II. Correspondence—

1. Secretary and Rev. Dr. Cook as to alleged Inaccuracies in Second Report, . . . xxx

2. Secretary and Rev. Dr. Hannah as to Trinity College, Glenalmond, ... xxxiii

III. Memorandum as to Industrial Schools, . . xxxvi

IV. Oral Evidence as to Normal and Industrial Schools—

1. Robert George Crookshank Hamilton, . xxxviii
2. Captain Dempster, ... xli
3. Charles Ferguson, ... xlvii

V. Particulars as to Hospitals, ... liii

ASSISTANT-COMMISSIONERS' REPORT,—*Contents*, . lxiii

REFORM CLUB
PALL MALL

REPORT

ON THE

BURGH AND MIDDLE-CLASS SCHOOLS IN SCOTLAND.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

We, the Commissioners appointed to Inquire into the Schools in Scotland, humbly lay before your Majesty the following Report.

Final Report.

We have already submitted to your Majesty our Report upon the Elementary schools in Scotland. We now proceed to consider the Burgh and Middle-class schools, and to conclude our observations upon the subjects reserved for consideration in our last Report.

Appointment of Assistant-Commissioners.

In the month of August 1866, we appointed Mr. Harvey and Mr. Sellar, who had already been employed in this inquiry, to investigate the state of education in these Burgh and Middle-class schools. Their Report was completed at the end of the year 1867, and is transmitted herewith. It consists of two volumes. The first contains the General Report; the second contains Special Reports on each of the schools which these gentlemen visited, with details as to their history, constitution, finances, buildings, and the results of the examination which the scholars underwent. It happened that about the same time, the Schools Inquiry Commissioners appointed by your Majesty were prosecuting their inquiries in England, and they sent Mr. Daniel Fearon, one of your Majesty's Inspectors, for the purpose of investigating the state of Middle-class education in Scotland, and of forming an estimate of the comparative merits of the same class of schools in England and in this country. That Report also we have had the advantage of perusing and considering. The information thus supplied to us

Schools Inquiry Commission (England).

has been most ample, and its value is increased by the various sources from which it has been derived.

As the Burgh and Middle-class schools in Scotland are few in number, and the Reports in question are not voluminous, we have thought it unnecessary to enter into much detail upon the subject. Those who desire to ascertain the character of the Institutions in question, and the quality of education which they supply, may have recourse to the original documents.

Middle classes defined.

1. It is difficult to define precisely what are termed the Middle classes in Scotland; but for the purposes of this inquiry the description adopted by our Assistant-Commissioners appears to be sufficiently accurate. In a social point of view, then, the Middle classes, as we understand the term here, are those 'which socially 'are between the landed aristocracy and the wealthy professional and 'commercial classes on the one hand, and the labouring classes on 'the other.'[1] In an educational point of view, it has been correctly stated that Middle-class scholars are those whose general education ends in their sixteenth year: and it is the condition of the schools for such scholars which forms the subject of the present Inquiry.

Secondary Schools:

2. These schools, which are often termed *Secondary Schools*, may be divided into three classes:—

(1.) Burgh Schools.

First, There are *Burgh schools*, the leading characteristic of which is, that they are subjected to the regulation and control of the authorities of the Burghs as such, and are open to the community. As examples of the Burgh schools proper, we may refer to the High Schools of Glasgow and Edinburgh. It should be observed, however, that in some cases where the population is small, the Parochial school discharges the functions of a Burgh school also, and is then termed a *Burgh and Parochial School.*

(2.) Academies.

Secondly, There are *Academies*, or *Institutions*, both in Burghs and out of Burghs. Generally, these establishments have been founded by subscription, as supplementary to the Burgh schools, and are managed by directors selected from the subscribers. Of these the Edinburgh Academy may be taken as a specimen. In some cases, however, these Academies or Institutions have been either partially or wholly amalgamated with the Burgh school. In case of partial amalgamation, as at Ayr, the effect is to add a *proprietary* element to the ancient Burgh foundation. In

[1] Page xi., Harvey and Sellar.

case of complete amalgamation, as in the instance of the Madras College, St. Andrews, the ancient Public school is merged in the new Institution, the Town Council having transferred the school-house and garden to the newly appointed trustees.

These two divisions comprise all the Public Secondary schools.

But besides, there are (*thirdly*) the *Private schools* which are of various kinds. Some of these are exclusively Boarding schools, such as Merchiston; some are exclusively Day-schools, such as the Edinburgh Institution, or a mixture of both, as in the case of the Gymnasium at Aberdeen. But their characteristic is that they are private property, maintained and conducted as private speculations. (3.) Private Schools.

3. With respect to the Public Secondary schools, it appears that they number eighty-seven. And they are so distributed that every Burgh in Scotland, with the exception of Kinghorn, Oban, and Portobello, has one or more of such schools supplying education to the Middle classes of the country. The subjects of instruction will be found in detail in the Reports, but it may be stated generally, that in some cases they are elementary, in others definitely beyond that standard, and in other cases a mixture of both. Of these eighty-seven[1] Public schools, however, it is to be observed that thirty-three are Burgh schools proper, twenty-three are Academies, and the rest are Burgh and Parochial, or simply Parochial, which fill the place of Burgh schools. Number of Public Secondary schools.

4. With respect to the number of scholars which the Assistant-Commissioners found on the roll of such Secondary schools, it appears that, deducting from these eighty-seven schools the twenty-eight from which no Returns were received, there were in the others 14,879 scholars. If to this sum be added the number of scholars found in the eleven Private schools which were taken as specimens, we find that Returns were obtained from seventy schools, containing 15,946 scholars on the roll; and, we may add, that of these nearly 90 per cent. were in attendance. Scholars.

It must be observed, however, that these 15,946 do not represent the whole number of scholars of the Middle class in Scotland. Besides those attending schools of this class, from which we have no returns, many boys and girls of the same class are at school in England and abroad; numbers of girls are at schools which exclude

[1] This includes Glasgow, from which the Returns were imperfect. Pp. xix.-xx., Harvey and Sellar.

scholars of the other sex, and such Institutions are not included in these Returns; while many children of both sexes are at Private schools, only eleven of which are included in these figures. The proportion, therefore, which these 15,946 children bear to the whole Middle-class population in Scotland must remain a matter of conjecture; but according to the estimate of the Assistant-Commissioners (p. xv.) the schools from which they got complete returns 'supply instruction to more than two-thirds of the middle-class 'population in this country.'

Number of scholars in proportion to population in Scotland.

5. Assuming this to be approximately correct, it would appear that there is 1 in every 140 of the population in Scotland on the roll of some Burgh school, Academy, or other Secondary school, if Private schools are included. But there is 1 in every 205 of the population in Public Secondary schools. Of these Public scholars it may be observed that 56 per cent. are under twelve, and only 6 per cent. above sixteen years of age. This seems a very insignificant number compared with the 322,728 children between ten and fifteen years of age. But in order to ascertain the disposition of the people of Scotland in this respect as compared with other countries, it may be interesting to observe that in France there are

France.

65,832 scholars[1] at the *lycées* and *communal colleges*, which supply education to the upper and middle classes; and this is in the proportion of 1 scholar to about 570 of the population. In Prussia,

Prussia.

according to the latest account, there are 74,162[1] in the Public higher and preparatory schools, which is in the proportion of 1 scholar to 249 of the population; and in Prussia it is calculated a boy should enter these schools when he is nine or ten, and leave for the University when he is eighteen or nineteen. In England,

England.

it has been stated upon good authority[2] that in all the schools which by any straining or indulgence can possibly be made to bear the title of Public schools, there are only 15,880 scholars, which is in the proportion of 1 scholar to about 1300. The superiority of Scotland in this respect seems to have struck Mr. Fearon, fresh from visiting the Grammar schools of the South. For he says (p. 60):—
'Let the Commissioners remark the numbers of children attending 'these Burgh schools, and note their significance. The mere fact, 'for example, that 390 children are attending as day-scholars at 'the Burgh school of Ayr, a town with less than the population

[1] Official Returns. [2] Mr. Arnold's Report, p. 554-550.

'of Reading or Canterbury, is in itself, irrespectively of the quality 'of the education afforded in that Burgh school, a most healthy 'symptom. Where in England could we produce such an instance 'of interest and confidence in a public school among the middle 'classes of our rural population?'

Proportion of matriculated students to population.

Passing, for a moment, from the Burgh schools to the Universities, if we compare the number of students in the Scottish Universities with the number in the German Universities, we find that in Scotland there is at least 1 matriculated student for every 1000 of the population. But in the whole of Germany (exclusive of the non-German States of Austria) there is 1 matriculated student for every 2600 of the population; while in England the proportion is about 1 matriculated student to every 5800 of the population.[1]

From these facts it does not seem extravagant to conclude, that the people of Scotland are not less disposed than the people of Prussia or of France, and more disposed than the people of England, to avail themselves of any educational opportunities which may be placed within their reach.

Ample accommodation in Burgh schools.

6. We have already stated that there is scarcely any town in Scotland in which there is not a Burgh school, or Academy, or, at all events, a Parochial school which, to some extent, supplies its place; and it also appears from the facts collected by the Assistant-Commissioners that 'throughout our Burgh schools there is ample room 'for all who attend, with a margin for a considerable increase of 'numbers.' Thus (p. 253), in schools containing 13,662 on the roll, accommodation is provided for 28,099.

Parish schools supply the place of a Burgh school.

7. If a boy has access to a Burgh school or Academy, there is no difficulty in his obtaining such instruction as will enable him to join the junior classes of Latin, Greek, and Mathematics in any of the four Universities. But there are parishes and districts in Scotland where there is no Secondary school within reach, and where, unless the Parochial schoolmaster is qualified to teach these branches, a boy who aspires to reach the University cannot obtain the necessary instruction. It has, indeed, been asserted that the Burgh schools and Academies are almost the exclusive feeders of the University. But the facts ascertained by the Assistant-Commissioners disprove this assertion; for they show that while 42 per cent. of students come from the Burgh

[1] Mr. Arnold's Report, p. 602.

and Middle-class schools, the rest come from the Parochial and other Elementary schools, or from abroad.

In dealing with the question of Scottish education, this fact is of vital importance. It cannot be too often repeated, that the theory of our School system, as originally conceived,[1] was to supply every member of the community with the means of obtaining for his children not only the elements of education, but such instruction as would fit him to pass to the Burgh school, and thence to the University, or directly to the University from the Parish school. The connexion between the Parochial and Burgh schools and the University is therefore an essential element in our scheme of National education. The only way in which this essential element can be preserved, is by insisting that the teachers in every Burgh or Secondary school, and many of the Parochial schools, should be capable of instructing their pupils, not only in the subjects common to all Primary schools, but in the elements of Latin, Mathematics, and Greek. To be satisfied with any standard of competency inferior to this would be to lower the character of education which has hitherto prevailed in this country; to deprive meritorious poverty of the means of gratifying a legitimate ambition; and to destroy the link which has hitherto united our schools with our Universities, and which, according to universal consent, has proved of the utmost value to the people of this country. 'So far,' it has been truly said,[2]—'as industrial culture has an industrial value,' 'makes a man's business work better, and helps him to get on 'in the world, the Scotch middle class has thoroughly appreci- 'ated it, and sedulously employed it, both for itself and for the 'class whose labour it uses; and here is their superiority to the 'English, and the reason of the success of Scotch skilled labourers 'and Scotchmen of business everywhere. In this they are like the 'Swiss, though the example and habits of England have, as was 'inevitable, prevented them from developing their school institu- 'tions, even for their limited purpose, with the method and admir- 'able effectiveness of the Swiss.' In any changes, therefore, which may be made in the School-system of Scotland, the connexion between the Universities and the schools should be strengthened

Connexion of the Parochial and Burgh schools with the University must be maintained.

[1] Book of Discipline—vol. ii. pp. 209, 210, Knox's Works (Laing's Edition).
[2] Arnold's Report.

and not relaxed, and the ancient theory of Scottish National Education should be scrupulously respected and carefully developed. It has been shown[1] that there are districts in Scotland where there is no Burgh school, and where the Parochial teacher must discharge the duties of a Burgh schoolmaster. In such cases we think that special grants should be made by the Treasury, and encouragement given to the higher branches. This would, of course, render necessary additional standards above those recognised by the Revised Code.

Satisfactory condition of Burgh schools.

8. The general import of the Reports of our Assistant-Commissioners and of that of Mr. Fearon, is that the Burgh and other Secondary schools of Scotland are in a satisfactory condition, and superior to the majority of the English Grammar schools.

9. The conclusions at which the Assistant-Commissioners have arrived are summarized at the end of each chapter. With respect to some of these conclusions, there is a difference of opinion among our number, particularly as to the suggested changes in the organization of these schools, and the alleged evil effects of boys and girls being taught together. But, in other respects, the conclusions at which the Assistant-Commissioners have arrived appear to be supported by the evidence which they have adduced.

Constitution and management of Burgh schools.

10. With respect to the constitution and management of the Burgh and Middle-class schools, it may be stated generally that they are of three kinds:—*First*, There are the schools under the exclusive management of the Town Councils. These are all Day-schools. *Secondly*, There are the schools under the joint management of Town Councils and others, appointed under some deed or other agreement. *Thirdly*, There are the schools under trustees or managers, altogether disconnected with the Town Councils as such. According to our Assistant-Commissioners, if we compare the advantages which result from these various forms of management, it will appear that, upon the whole, the Town Councils have exercised their patronage from time immemorial with impartiality and fairness. It seems also to be the universal opinion that in the managing body of Burgh schools the Town Council should, at all events, be fully represented; although opinions differ in regard to those who might be associated with the members of the Town Council.

In like manner, Mr. Fearon says, that if he were to judge by

[1] P. 146, Report of Messrs. Harvey and Sellar.

the nine cases which came within his notice, he should say that the Corporations of Scotch towns were fit to be intrusted with the management of the Burgh schools. 'I inquired,' he says, 'particularly, in many quarters, on this subject (the appointment of 'masters), and I never heard it questioned or doubted that the 'patrons of any school had honestly endeavoured to appoint the best 'man they could find.' Nor, indeed, considering how essential a good teacher is to the success of a Burgh school, is it surprising that the exercise of School-patronage should be so singularly pure.

No change in management proposed.

11. In these circumstances, we do not propose that any change shall be made in the management of the Burgh and other Secondary schools of Scotland.

Tenure of schoolmasters' office.

12. It appears that the masters in Burgh schools hold office *ad vitam aut culpam*. Our Assistant-Commissioners state that the evils of this tenure occasionally came before them, and in several instances they found schools and departments in a depressed and unhealthy condition, from the difficulty the Directors had in getting rid of incompetent teachers.

Tenure *ad vitam aut culpam* abolished, but with protection against capricious dismissal.

13. We have already recommended in our Second Report that the Parochial schoolmasters should no longer hold office *ad vitam aut culpam*, and we think that the same rule should be applied to the case of the Burgh and Secondary schools, but with the protection against capricious removal which we have recommended in our last Report (Second Report, Art. 11, and Draft Bill, § 53).

Retiring pensions.

We are also of opinion that suitable retiring allowances should be provided for all cases of incapacity arising from age or ill-health; so that the Burgh schoolmaster may be placed in precisely the same position in this respect as that of a Professor at the University.

School buildings.

14. As to School buildings, the following are the conclusions of our Assistant-Commissioners (pp. 56, 57):—

'(1.) In their general condition 34·5 per cent. are good; 25·5 'per cent. are fair; 30·9 per cent. are indifferent; and 9·1 per 'cent. are bad.

'(2.) The playgrounds are sufficient for healthful exercise, but 'not adapted for games, either by their size or their character.

'(3.) The offices and outhouses are almost without exception 'bad.

'(4.) The repairs on the buildings are executed mostly in an 'economical, and sometimes in an illiberal, spirit.

'(5.) The obligation to maintain the buildings is almost always 'acknowledged and acted on by the authorities.

'(6.) The accommodation is sufficient for all who choose to attend.'

15. As to Teachers and Scholars the following are the conclusions of our Assistant-Commissioners (p. 89):— Teachers and scholars.

'(1.) As 71 per cent. of the teachers in the Middle-class schools 'in Scotland have had University training, it is obvious that the 'influence of the Scottish Universities is very considerable; but 'as only 36 per cent. are graduates from any University, the special 'qualification conferred by a degree is not in such universal demand 'as would seem to be desirable.

'(2.) We can come to no satisfactory statistical result as to the exact 'proportion of scholars to teachers in the different schools, and averages on such subjects are very deceptive. But it appears that the 'maximum of scholars to one teacher in many schools is too high, 'and the minimum is too low, for efficient teaching and efficient 'work.

'(3.) The personal relations of teachers to scholars, so far as they 'go, seemed in the main to be highly satisfactory.

'(4.) Scholars come very young to the Public schools, and leave Ages of scholars. 'very early. More than half the numbers, or 56 per cent., attending these schools are under twelve years of age, and about 16 per 'cent. are under eight years of age. To the Private schools they 'come later, and remain longer in them.

'(5.) The influence of Mixed schools of boys and girls is not Mixed schools. 'beneficial from a social point of view; but, intellectually speaking, there is a good deal to recommend in such schools. There 'seems to be no reason why girls should not have the same educational advantages as boys, as they appear to make quite as much 'of what opportunities they have, and in some branches they are 'distinctly superior to the boys. If they are taught on the same 'system, and by the same masters, they should have distinct schoolrooms, and be kept separate from the boys, and under their own 'lady-superintendent.

'(6.) Boys at Scottish day-schools work nearly twice as many Boys in Scotland work longer than in England. 'hours each year as boys at the three principal English schools. 'The hours appear to be too long in the Scottish schools. Nine 'hours a day, for five days in the week, is about the average, and

'steady work for that length of time is too much to expect from a 'boy under sixteen years of age.

'(7.) There is great deficiency in places of recreation and neglect 'of physical education in all the Scottish schools as compared with 'English schools.'

Mixture of Sexes.

16. As already stated, it appears to some of our number that some of these conclusions are open to question, and especially the statement that the influence of mixed schools of boys and girls is injurious. It is certain that if the separation of boys and girls is insisted upon, it will be difficult to supply the latter with the same educational advantages which they now enjoy. And according to Mr. Fearon and many others, there is no ground for disapproving of the system of mixed schools. In the larger towns, such as Glasgow, Edinburgh, and Aberdeen, girls are excluded, so that the practice is not uniform even in Scotland. But, speaking of other towns, Mr. Fearon says:—

'I had already, before my visit to Scotland, been used to inspect 'mixed Grammar schools of boys and girls in the north of England '(*e.g.*, the town of Alnwick in Northumberland). I have never 'seen any reason to disapprove of this mixture of the sexes in day-'schools under careful management and judicious regulations; nor 'is my view at all altered by what I observed and heard in my school 'tour. I did not remark any levity or faults of discipline in Ayr, 'Hamilton, or Perth Academies, and I was told that no instance 'had occurred of any mischief resulting from such meetings of boys 'and girls in these day-schools. On the contrary, I am inclined to 'think, from what I saw in Scotland, that the presence of the girls 'both civilizes and stimulates the boys, and that the opportunity of 'working with the boys strengthens the judgment and braces the 'mental faculties of the girls.' It may be interesting to observe that the system of mixed schools prevails in America. As to the effects of mixing the sexes at school, Mr. Fraser, the American Assistant-Commissioner, says (p. 192) that he entertains grave doubts, although he admits that 'the Americans pursue their course 'apparently without mistrust, without anxiety.'

No change recommended.

17. Such being the state of the evidence upon this subject, we hesitate to condemn a system which is supported by those who have the keenest interest in its moral results, and have the option of putting an end to it, if they consider any such change desirable.

18. With respect to the organization of the Burgh schools opinions vary. The arguments on both sides of the question will be found in the Reports of our Assistant-Commissioners, and in the Report of Mr. Fearon. Whether or not there should be a Rector with subordinate masters, or masters with co-ordinate power—whether there should be a fixed curriculum, or parents should be left to select such subjects of instruction as they may think advisable—whether the promotion from class to class should be regulated by routine or by proficiency—whether each master should have his own class, and appropriate to himself the fees of his scholars, or the fees should be paid into a common fund,—are questions of great practical importance, on which there appears to be much difference of opinion. Upon the whole, we think that they should be left, in the meantime at all events, to the decision of the local managers. Either view of any of these questions is attended with its own advantages and inconveniences, and we are not prepared to say that there is such a preponderance of opinion in favour of either view as to warrant the interposition of the Legislature or of any central authority in regard to any of them. Organization.

19. Our Assistant-Commissioners devote a chapter of their Report to the subjects taught in the Burgh and other Secondary schools, and to the methods of instruction. For details we must refer to the Report itself; but their general conclusion is that the education given in most of the Schools in question is sound, *so far as it goes*, and is adequate as a preparation for the Scottish Universities. This conclusion corresponds with that arrived at by the English Assistant-Commissioner. Subjects taught.

20. With respect to the Finances, it is stated that the total endowments of the Burgh schools under the partial or exclusive management of Town Councils do not exceed £3000 a year, while the fees paid by the scholars reach the sum of £42,000 per annum, and the total income from all sources amounts to £50,000.[1] Finances.

21. But there is great difficulty in ascertaining the cost of education at the Secondary schools of Scotland. Upon this question our Assistant-Commissioners observe (p. 69):— Cost of education.

'The cost of education in the elementary department of the 'Burgh schools varies from 4s. to £1, 1s., and is on the average '10s. 6d. a quarter. The cost of education in the higher depart-'ment of the Burgh and Public schools is to be taken on three

[1] P. 256, App., Harvey and Sellar.

'separate scales. The average of the lowest class of schools, that 'is to say the cheapest, is 17s. 7d. a quarter, or £3, 10s. 4d. a year. 'The average of the second class, which is the most numerous, is '£1, 15s. 8d. a quarter, or £7, 2s. 9d. a year, and the average of 'the third class is £3, 6s. 9d. a quarter, or £13, 7s. 2d. a year.' In Scotland, the cost of education from all *public* sources, in both the elementary and higher departments, is about 16s. a head. In France the State grant amounts to £1, 17s. for each scholar, besides grants by the Municipalities; and in Prussia to £1, 1s., besides about 20s. from the Municipalities.

Comparison between Scotland and England.

22. The attempt to compare the cost of Middle-class education in England and Scotland is almost impracticable. But Mr. Fearon came to the conclusion that the cost of instruction in Scotch Secondary schools is not really less than that in English Grammar schools. There is, however, a great and most important difference as to the way in which that expense is provided in England and Scotland, and the view which is taken of it in the two countries. In England the endowments are, in some instances, very large, so much so that the foundations of Eton and Winchester together, according to the Report of the Assistant-Commissioners, possess greater revenues from this source than those of all the Burgh schools and Universities in Scotland taken together. In Scotland the same class of schools are scarcely endowed at all. In England, therefore, the cost is borne by the endowment, or, as Mr. Fearon would say, by the public.[1] In Scotland it is borne by the parent; and the contrast between the £3000 a year in endowments and the £42,000 a year contributed by the parents amply confirms this opinion.

Fees.

23. It appears to us that already the fees paid by the parents are sufficiently high; and indeed complaints are sometimes heard that they are too high. Certain it is that the scale is much higher than prevails in any other country. At the same time, it is equally apparent to us that the teachers are, in many instances, under-paid. From the evidence furnished to our Assistant-Commissioners, it appears (p. 70) that 'the highest income, after paying assistants, was £1000 'a year, and the lowest in a Burgh school was £41. Each of these 'extremes, however, was quite exceptional, and the scale of emolu-'ments may be said to range between £120 and £300. These 'emoluments represent all that the masters receive. There are no 'houses attached to their office, except in the case of the endowed

[1] P. 17.

'schools in Dollar, Fochabers, St. Andrews, and Newton-Stewart, 'and a few Burgh schools.' Again they say:—'In conclusion, we 'would call particular attention to the poverty of the schools. Their 'most notable feature is the want of endowments.' In the same spirit, Mr. Fearon says:—'I cannot help thinking that the want of 'endowments is carried somewhat to excess even in the Burgh schools. 'Teachers seemed to me to be sometimes a little too dependent on 'the precarious liberality of Town Councils; and occasionally, in the 'case of those among them who profess a less popular subject, such 'as the classical masters, in a purely commercial town, to be under-'paid, and scarcely able to support the position of a gentleman. 'Their mode of payment generally proceeds on a right principle, 'but their minimum salaries are often a little too small. And,' he adds, 'there ought, at all events, to be a liberal and well-regulated 'system of retiring pensions.'

Want of Endowments.

24. In these opinions and observations we concur, and for these, and other reasons we have recommended that a Public grant of money should be made for the purpose of supplying retiring pensions to teachers in Burgh schools, who by age or ill-health have been rendered unable to discharge their duties.

Retiring Pensions to be paid by Treasury, aided by Town Council.

Such grants may be made, under the regulations of the Committee of Council, dependent on a corresponding contribution from the Burgh funds; and the Burgh authorities should have power to assess for such contribution.

25. These retiring pensions ought never to be granted except in cases of reasonable necessity, but on the other hand, they ought never to be refused where such reasonable necessity exists. To the community, on one hand, and to the teachers on the other, it is essential that the question as to granting or withholding a retiring pension should be determined by an impartial judge. And probably the best way of determining such a question would be by directing a qualified Inspector to examine the whole circumstances of the case, and make his report upon the subject. The Inspector would then transmit his report to the Government, and the retiring pension granted upon his recommendation would be paid by the Treasury.

When such pensions to be granted.

26. Similar reasons have induced us to recommend that the Committee of Council should have power, on the same conditions as above explained, to give grants in aid of the repair and maintenance of the *fabric* of the Public Schools in Scotland, and the like powers

Repair and maintenance of school buildings.

should be conferred on the Burgh authorities of assessment for that purpose.

27. While the three Assistant-Commissioners agree in considering the secondary education of Scotland to be in a satisfactory condition, they also agree in the opinion that it requires and is capable of amendment. It appears from the Report of our Assistant-Commissioners that one of the simplest and most popular modes of correcting these defects is by subjecting all public Secondary schools to an annual examination by competent Inspectors. According to Mr. Fearon, there is nothing which the Scotch teacher seems to enjoy more than teaching his class in the presence of a stranger, so that there is little doubt the majority of Scotch teachers would welcome the visit of the Inspector as a real benefit. The statement of our Assistant-Commissioners on this point is remarkable (p. 134):—

Inspection.

'In the notes of "Particulars of Inquiry" which we were instructed to distribute among the teachers in the different schools, the question bearing upon this subject is in these words:—"Would it in your opinion be an advantage or otherwise if the Burgh schools were examined annually, and reported on by independent examiners?" To this question we have received 105 answers from teachers in all the important schools in Scotland. Of these answers, 84, or 80 per cent. are in the affirmative, 11 are in the negative, and 10 are doubtful. That is to say, 80 per cent. of the best teachers in the Public Middle-class schools consider that it would be of advantage to their schools if they were examined annually, and reported on by independent examiners. Nothing can be more satisfactory than this result, and there is no feature connected with the inquiry which reflects greater credit upon the teachers throughout Scotland than this desire which they have expressed to exhibit the true condition of their schools, and to secure the benefit of independent examination. It is of a piece with the perfect courtesy with which they received us when we visited the schools, and with the liberal manner in which they gave us every assistance in arriving at an estimate of the work done in the schools. It will be remarked that there is no mention of any recompense or return in exchange for the liberty of examination. They say simply and definitely it will be of advantage to the schools if they be examined; therefore we desire that they should be examined.

'In the answers to questions on the Burgh and Middle-class

'schools, furnished to us by gentlemen of experience in educational 'matters, and published in the Appendix, it will be seen that twelve 'out of fifteen answer this question in the affirmative. Professor 'Shairp and Dr. Hannah express no opinion upon the subject, and 'Dr. Donaldson thinks "that it would be of great advantage to have '"the schools annually examined;" but he does not see "that any '"good would come from the examiners always publishing their '"reports." This is the only qualification given in these answers.'

Considering, therefore, the feeling of the Scottish teachers on this question, and the obvious advantages which attend a public examination, we have no hesitation in recommending that every Public school should be annually examined by Inspectors appointed by the Committee of Council.

28. These Inspectors, in addition to their duties as examiners, should, we think, be required to report whether the teacher of a Burgh school is entitled to his retiring pension, and whether any repairs or additions to the Public-school buildings are necessary.

29. We have obtained returns from the authorities of eleven Hospitals. Hospitals in Scotland which have been established for the maintenance and education of children. With the exception of Gordon's at Aberdeen, and Hutchesons' at Glasgow, these are all in the neighbourhood of Edinburgh. From the accompanying table obtained from these returns, it appears that, excluding Hutchesons' and the sum devoted to the day-schools attached to Heriot's and James Gillespie's, the net annual revenue now amounts to about £44,182.

NET REVENUE AND PUPILS IN EACH HOSPITAL,

ACCORDING TO RETURNS MADE BY HOSPITALS.

Hospital or Institution.	Pupils.	Net Revenue.	Proportion of Revenue to each Pupil.
1. Stewart,	68	£3,216 0 0	£47 5 0
2. Donaldson,	222[1]	8,273 0 0	37 5 0
3. George Watson,	83	5,312 0 0	64 0 0
4. Cauvin,	26	1,100 0 0	42 6 0
5. Gordon's (Aberdeen),	162	4,903 0 0	30 5 0
6. Orphan,	116	2,662 0 0	22 18 0
7. Heriot,	180	9,000 0 0	50 0 0
8. Trades' Maiden (Girls),	48	1,581 0 0	31 8 0
9. Merchant Maiden (Girls),	75	3,528 0 0	47 0 0
10. John Watson,	84	4,607 0 0	54 16 0
	1,064	£44,182 0 0	

[1] Of whom there are 71 deaf and dumb children.

TABLE II.

Hospital or Institution.	Cost for each Scholar.	
	Education (exclusive of Bursaries).	Maintenance.
1. Daniel Stewart's (Edinburgh), . .	£8 5 0	£30 0 0
2. Donaldson's (Edinburgh), . .	4 16 0	19 19 0
3. George Watson's (Edinburgh), . .	12 17 0	38 2 0
4. Cauvin's (Duddingston), . . .	6 11 0	.....
5. Gordon's (Aberdeen), ...	5 14 0	15 4 0
6. Orphan (Edinburgh), ...	2 0 0	19 9 0
7. Heriot's (Edinburgh), ...	8 17 0	29 18 0
8. Trades' Maiden (Edinburgh), . . .	9 7 0	15 11 0
9. Merchant Maiden (Edinburgh), . .	9 14 0	31 0 0
10. John Watson's (Edinburgh), . . .	6 15 0	32 10 0

DAY SCHOOLS.

Hospital or Institution.	Pupils.	Total Expenditure.	Proportion for Education per Scholar.	Clothing.
1. Hutcheson, . .	173	£1,319 0 0	£2 10 0	£4 4 0
2. Heriot,[1] . . .	3055	4,517 0 0	1 9 0	.....
3. Gillespie, . .	200	160 0 0	0 16 0	.....

[1] £11,500 + £4,517 = £16,017 Revenue of Heriot's.

This revenue of £44,182 is expended in boarding and educating 1064 scholars; and in the majority of cases these Hospitals furnish what may be termed a liberal education, including Latin, Greek, and mathematics. Even upon this supposition, however, the sum paid for education appears to exceed the ordinary rates. With the exception of the Orphan Hospital, in which nothing beyond the elements is attempted, the lowest scale is £4, 16s., while the highest (George Watson's) is £12, 17s. This exceeds the annual cost of education in most of the Burgh schools in Scotland, the average rate in these being £3, 11s. 6d.* And it is to be observed that the position which most of the pupils in Hospitals occupy in after life does not require a higher education than is required for those who attend the Burgh Schools. It appears to us, therefore, that the cost of education in Hospitals is larger than it ought to be.

With respect to the cost of maintenance, the table shows that it varies much. In the case of George Watson's, each boy costs £38, 2s., while in the Trades' Maiden each girl

* Harvey and Sellar's Report, pp. 68 and 147.

costs £15, 4s. This is the more remarkable, inasmuch as the girls in the latter case remain in the Hospital until 17, while in the former case boys leave at 14.

Again, from these tables we learn that the total average cost of each boy or girl for education, maintenance, and expense connected with the management of the Hospital, bursaries, and all other incidental expenses, amounts to very nearly £41, 10s. According to the Reports of Messrs. Harvey and Sellar, the annual cost of education in the Burgh schools amounts to £3, 11s. 6d. ; deducting this from £41, 10s. the result is that, for maintenance and other incidental expenses, each boy and girl in the Hospital costs £37, 18s. 6d. This appears to be a large sum—especially when it is considered that it is exclusive of any allowance for rent.

The facts upon which these conclusions rest, have been derived from those who have the management of these Hospital funds ; and they seem to us to point to the necessity of some inquiry in order to ascertain whether more economy might not be introduced into the administration ; and whether the inmates of the Hospital might not be more economically educated and boarded.

Day-schools connected with Hospitals.

In regard to the day-schools connected with Hospitals, we have obtained returns with respect to three.

(1.) Connected with Gillespie's Hospital, for old men and women, there is a school containing 200 pupils. This school consists of two moderately-sized rooms. Though nominally a free school, the boys are charged fees, some to the extent of 1s. per month. There is a head-master and two assistants. Most of the boys have been in attendance at other schools in the neighbourhood, and obtain admission by petitioning the Governors. One privilege which they obtain by entering the school is that of having the cast-off clothes from the other Hospitals, which are made up for the boys at a cheap rate by contract.

(2.) The Heriot out-door schools were established by Act of Parliament, and are supported by the surplus revenue which remains after the claims of Heriot's Hospital are discharged. The surplus amounts to about £4500. The boys are admitted by petition presented to the Governors ; and the parents are supposed to be in such circumstances as will not allow them to pay the fees.

(3.) There is Hutchesons' Hospital. According to the original deeds of mortification, the foundation was intended for old men and

boys, and up to the year 1712 the original number of 12 boys and 12 men was maintained. After that date the number was increased. But in 1738 aged women were admitted to the benefit of the charity, apparently without any authority from the will of the founder, until at length these aged women absorb the largest share of the funds. In 1866, while there were 77 men maintained at a cost of £662, and 547 women maintained at a cost of £4508, there were only 173 boys educated and clothed at a cost of £1319.

The property possessed by Hutchesons' Hospital now amounts to £202,066, and the annual revenue in the year 1866 was £9728; so that apparently only about one-fifth of the present revenue of this charity is applied in accordance with the directions of the founders.

30. It appears from our Second Report, that the working classes find more difficulty in obtaining good education for their children at a reasonable rate in towns than they do in the rural districts. This difficulty arises, not because the working classes in towns are less anxious for education than elsewhere, but because the means of obtaining it are less available in towns than in the rural districts; the result of which is that the school-fees in towns such as Glasgow are much higher than they are in the country. It has been shown in our Second Report that, notwithstanding the claims of labour, the children, even of the lowest class, in many counties, are generally taught to read and write; nor can it be doubted that if an adequate number of good schools, with moderate fees, were established in large towns, the parents of the poorer sort would take advantage of them, and thus secure a better education for their children. In towns, therefore, the want of an adequate number of efficient schools, where moderate fees are charged, is one of the evils which requires a remedy. It may be that there is at present accommodation enough in schools furnishing a gratuitous education; but very many are unwilling to accept eleemosynary aid, who would take advantage of schools where reasonable fees were charged. We are therefore of opinion that the trustees of Hospitals should have some power conferred on them which will enable them to apply the surplus funds under their control to establish such schools as we have indicated, and thus to extend the benefits of education, without violating the main design of the founder. By the exercise of such powers,

Trustees of Hospitals should be empowered to apply surplus revenue to erect new schools.

trustees would not only increase the usefulness of the funds which they administer, but largely augment the number of scholars in the humbler ranks, who might win their way to the Burgh schools, and even to the University. It may be observed also that if such enlarged powers were conferred upon trustees, it would be only a further application of the same principle which has with good results been sanctioned by the Legislature in the case of the schools of Heriot's Hospital.

Bursaries.

31. But besides these large foundations, there are a considerable number of bursaries, some of them tenable at school, others at College. With respect to the College bursaries, which are given by competition, our Assistant-Commissioners state (p. 64) that they have proved of the utmost service; with respect to those which are given by nomination, or on the mere ground of poverty, they state that the result has been 'positive evil.' Upon this subject our Assistant-Commissioners observe (p. 65),—'No reform will be worth 'much that falls short of throwing school bursaries open to competi- 'tion. So strongly did the evils of the close system of election press 'themselves upon us in Aberdeen, and everywhere else, that we 'could hardly regret the paucity and smallness of the bursaries. By 'the changes, however, which we have ventured to suggest, by put- 'ting several of the smaller bursaries into one, by removing the re- 'strictions that confine them to one class of boys (restrictions that 'are really unkind to the very persons whom they are intended to 'protect and benefit), and above all, by throwing them open to com- 'petition, there is no doubt that the bursaries would prove of very 'great value to the schools, both in attracting good, hard-working 'boys, and in rewarding merit and industry.'

Normal schools.

32. In addition to what we have already said upon the subject of Normal schools, we have only to refer to the papers of Mr. Paterson and Mr. Currie, which are printed in the Appendix to our First Report, and to the evidence of Mr. Hamilton, the Accountant of the Committee of Council. We have already, in our Second Report, sketched a plan for combining University with Normal-school training, and in the Appendix to this Report (A), a detailed plan is submitted by which trained teachers may be supplied to the remoter districts of the country.

Reformatories.

33. With respect to Reformatory schools, we think it unnecessary to offer any recommendations.

Industrial schools.

34. With respect to Industrial Ragged Schools, we have examined several witnesses.[1] We are of opinion that these Institutions have conferred great benefits on the country; and we think their managers and supporters are well entitled to the thanks of the community.

The Industrial Schools Act of 1861 for both England and Scotland expired in January 1866. It became necessary, therefore, to introduce a measure for the regulation and support of such Institutions; and advantage was taken of this circumstance to enlarge and consolidate the law upon this subject. Accordingly an Act was passed (29 and 30 Vict. c. 118) assimilating the law and system of operation for Industrial Schools throughout Great Britain, and 'extending to these schools the provisions as to license and discharge of inmates, the support by grants from the county and 'borough rates, etc., which has been found so useful for reformatories.'

This Act of 1866 (a summary of the leading provisions of which will be found in the Appendix, p. xxxvi.) has not been long in operation. According to the last or Tenth Report of the Rev. Sidney Turner, H. M. Inspector (p. 24), 'the new Act has worked 'so far very satisfactorily.' But according to the evidence of those whom we examined, its beneficial operation might be considerably extended, if due precautions are taken against its possible abuse. It has resulted from the evidence laid before us that the Magistrates usually confine their ordersof detention to children brought before them by the Police, accused of some specific offence; and that the more lenient provisions of the Act of 1866, by which the stigma of a police charge in open court can be avoided, have either not been clearly comprehended, or, at all events, have not been acted upon to the extent contemplated by the Statute. It is obvious that in Institutions which are not classed as Reformatories, it is desirable that the children should not be placed under the disadvantage of a penal sentence; and we are therefore of opinion that every effort should be made to give the widest application to the provisions of the Act of 1866, as regards Magisterial orders of detention. We are also of opinion, that the non-penal provisions of the Act are admirably calculated to reach the class of

[1] *First Report*—Dr. Guthrie, Mr. C. Ferguson.
Appendix—Captain Dempster, Mr. C. Ferguson.

children for whom Industrial and Ragged Schools were originally instituted, namely, the destitute and abandoned, as yet free from actual crime, and ought to prove the means of largely extending the benefits of such Institutions. We are, therefore, much impressed by the importance of endeavouring to accomplish this desirable result.

It appears that the managers of Industrial Schools find difficulty in meeting the expense of such Institutions. Mr. Sidney Turner (p. 21, Tenth Report) and others have suggested that in addition to the grants now made for children in Industrial Schools, under an order of detention, some small assistance might be granted towards meeting the cost occasioned by the voluntary inmates at such Institutions, and by the children attending them for instruction and receiving food as day-scholars. This suggestion is worthy of consideration, and we have no doubt that such a plan would have the effect of withdrawing such forlorn children from a vicious atmosphere and contact with crime ; of educating them in principles of honesty and morality ; fitting them for becoming respected members of the community in after life ; and, as Mr. Turner suggests (p. 21), would in the end prove to be economical, as preventing many scholars of that class from being sent by a Magistrate's order and thereby placed on a more expensive scale of payment.

The funds employed in the encouragement of Industrial Schools are well bestowed. The prevention of crime is cheaper and wiser than its punishment ; and the rescuing of these poor children from certain ruin is an urgent duty, and not a hopeless work.

35. We cannot conclude this, our final Report, without renewing, as regards our Sub-Commissioners Mr. Harvey and Mr. Sellar, the acknowledgment of their continued services, which we expressed in regard to their former reports ; and we have specially to record our sense of the very valuable and indefatigable exertions of the Secretary to the Commission, Mr. Cumin, without whose able and unremitting assistance our labours never could have arrived at the conclusion which they have now reached.

RECOMMENDATIONS.

1. We are of opinion that arrangements should be made by the Committee of Council for providing, or assisting in providing, Superannuation Allowances to Burgh Schoolmasters, who, from age, infirmity, or other causes, have been incapacitated for the discharge of their duty.

2. We further recommend that, under regulations to be framed by the Committee of Council, grants should be made for providing, or assisting to provide, for the building, extension, and repair of the Burgh school buildings and offices.

3. In consideration of the aid thus contributed, all Burgh schools, and the buildings and offices of such schools, should be examined every year by one of Her Majesty's Inspectors of Schools, who should report both as regards the efficiency of the teaching, and the state of the buildings and offices. The Inspectors should have the like access to Burgh schools, for these purposes, as is possessed in relation to Elementary schools.

4. We recommend that, subject to the provisions against capricious dismissal suggested in our Second Report, the law which attaches the tenure *ad vitam aut culpam* to the office of Burgh schoolmaster should be altered, and that its tenure should be regulated for the future by the terms of the appointment.

5. In cases where, from the want of a Burgh school, the Parochial school discharges the functions of a secondary school, we recommend that special grants should be made

to the master by the Treasury in order to encourage the study of the higher subjects.

6. Excepting in these particulars, we do not recommend that farther grants of public money should be made on account of Burgh schools in Scotland, nor any other alteration in their management or superintendence.

7. We recommend that, without prejudice to the present powers of the trustees of Hospitals, it shall be the duty of the General Board to examine the statutes and rules of their foundations, and subject, when necessary, to the approval of Parliament, to make alterations therein, with a view to the extension of education.

All which we humbly submit to your Majesty,

ARGYLL.
DUNFERMLINE.
J. MONCREIFF.
CHARLES BAILLIE.
JAS. CRAUFURD.
JAMES FERGUSSON.
DAVID MURE.
A. C. STIRLING MURRAY DUNLOP.
ADAM BLACK.
ARCHIBALD DAVIDSON.
ALEXR. S. COOK.
JAMES MITCHELL.
JOHN RAMSAY.
DAVID SMITH.
JOHN TAIT.
J. BROWN.

PATRICK CUMIN, *Secretary.*

APPENDIX A.

I.—Plan for Combining University with Normal School Training.

The following has been suggested as the detailed plan alluded to in the Second Report, P. cxlvii.

I. Acting teachers, being above twenty-two years of age, and after obtaining one favourable report upon their schools, shall be admitted to examination for certificates.

II. Pupil-teachers of at least three years' standing may obtain their certificates as follows :—

(*a*) After attendance for three years at a University, and employment during that time in a selected school near the University. Attendance at the University shall not commence before the pupil-teacher has completed his sixteenth year.

(*b*) After attendance for two years at a Normal school and two years' probation as teacher of a school. This applies to males and females.

Arrangements might be made by which Students at Normal schools might attend the University during the Session.

(*c*) In schools entitled to a double grant from the Privy Council, after passing an examination *before the Inspector*, and two years' probation as teacher of a school. This applies to males and females; but in either case the pupil-teacher must have completed his or her seventeenth year before the examination by the inspector.

III. The certificated teachers are to be entitled to a gratuity for instructing pupil-teachers—

(*a*) When the pupil-teacher gains a bursary at the University.

(*b*) When the pupil-teacher passes the entrance examination at a Normal school.

(*c*) { ½ the gratuity when the pupil-teacher passes the examination before the inspector.
{ ½ the gratuity when the pupil-teacher gets his certificate.

IV. The pupil-teacher during his attendance at the University to be placed for three years under the charge of some selected teacher of a school near the University, in whose school he should act as assistant.

The teaching part of his instruction will thus be provided for.

If this scheme were adopted, the grants to be paid by the Privy Council would be—

1. Gratuity to the certificated teacher under whom the pupil-teacher was apprenticed before becoming a candidate for a certificate.
2. Bursary to the student at the University, apportioned between the teachers of the selected school and the University fees.
3. Grants to Normal schools, as at present.

II.—CORRESPONDENCE.

1. CORRESPONDENCE between the Secretary of the Scotch Education Commission and the Convener of the Education Committee of the Church of Scotland, with Notes.

Education Commission, 15 Queen Street,
Edinburgh, 2*d November* 1867.

Sir,—I am directed to call your attention to some passages in the 'Special Report of the Education Committee of the General Assembly,' which is signed by yourself as Convener of that Committee.

In that Report (page 25) it is stated that the information given in the Report of the Commissioners 'regarding Education in Burghs' is, 'so far as it goes, inaccurate.' I am directed to request that you will have the goodness to point out to my Commissioners wherein the inaccuracies consist.

Again, in page 26 of your Report, there is said to be an error in Table II., forming part of the Appendix to the Report of the Commissioners. You complain that among the schools of the Church of Scotland those of the Society for Propagating Christian Knowledge are not, as they should have been, included, on the ground that the schools of this Society are 'connected with and *supported by* the Church of Scotland.'

If such had been the case, I am directed to state that your complaint would have been just.

Like the Parochial schools, which are classed separately in the table referred to, these Society schools are legally connected with the Church of Scotland; and this connexion is stated, as you admit, in the Report of the Commissioners. But neither class of schools is *supported by* the Church. The Parochial schools are supported by the heritors; the Society schools are supported by permanent funds, administered by a recognised body of directors, over whom the Church exercises no legal control.

Probably the misapprehension of your Committee has arisen from adopting the statement of Mr. S. Laurie, which is printed in the Appendix to the First Report of the Commissioners. This statement is at variance with that of Mr. W. Menzies, formerly Inspector of the Society schools, who was examined by the Commissioners on behalf of the Society.—I am, your obedient servant,

Patrick Cumin, *Secretary.*

Rev. Dr. Cook, Haddington,
Convener of the Education Committee
of the Church of Scotland.

Education Committee, 22 Queen Street,
Edinburgh, 21*st November* 1867.

Sir,—I have laid your letter of the 2d November before the Education Committee of the General Assembly of the Church of Scotland.

In reply to the request that I should point out wherein the 'inaccuracy' of the Commissioners' statement regarding 'Education in Burghs' consists, I am directed to say that the Special Report, which contains the allegation of 'inaccuracy,' was written solely with a view to exhibit the effect of the Commissioners' Recommendations and Draft Bill in *landward* districts; but, inasmuch as certain conclusions were drawn by the Commissioners respecting educational destitution in burghs, which seemed to the Committee to exaggerate the wants of Scotland, and to be calculated to excite the public mind, and give occasion for hasty action, the Committee thought it their duty not to close their Report without making a statement which, however short, might direct attention to the subject, and lead to the correction of what was erroneous.

In the first place, the Royal Commissioners accept the opinion that all children, from 3 to 15 years of age, should be at school, in other words, one-fourth of the whole population. Proceeding on this assumption, they state, on page lv., that there are 57,519 children in Glasgow not on the school rolls *who ought to be scholars of some school.*[1] Again, on page lviii., the following passage occurs :— 'It appears that if all the children of school age were to attend school, the sup- 'ply of good accommodation would fall short of the demand by 61,973 sittings.' Now it is scarcely necessary to state, that in all statistical returns on education, it is held that the state of education is satisfactory where one-sixth of the population are on the roll of some school; and in other portions of their Report the Commissioners again and again accept this proportion as adequate.

If, then, we assume in the case of Glasgow, the proportion deemed satisfactory elsewhere, we find that instead of an enrolment of 98,767 (assumed by the Commissioners to be necessary),[2] there ought to be an enrolment of only 64,297 ; and as the number reported is 41,248, it follows that the number of children 'unac- 'counted for' is 23,049, and not 57,519 as is stated in the Report. Further, as good accommodation is reported as existing for 36,794 children, it also follows that 'good' accommodation is wanting for 27,503, and not for 61,973. Even this reduced number (27,503) is an overstatement of the destitution ; for, as is correctly stated on page clxiv. of the Commissioners' Report, school accommodation may be held to be adequate when it is provided for one-fifth fewer than the current enrolment. Applying this to Glasgow, it appears that good school accommodation should exist for 51,438, thus reducing the number of children for whom it is *not* provided to 14,644. And it is further worthy of remark, that inasmuch as the Commissioners report that accommodation *of one kind or other* at present exists for 45,041 (page lvi. of Report), not more than 6,397 children of school age are without school accommodation in Glasgow, instead of 61,973.

Naturally relying on the accuracy of the Commissioners' Report, the Vice-President of the Committee of Privy Council, when addressing the House of Commons, on the 21st June 1867, published to the House and to the country the startling statement that 61,973 children in Glasgow 'were without any educational provi- 'sion ;' thereby conveying to others and himself sharing the very misapprehension as to educational destitution in the large towns of Scotland which the Committee in their 'Special Report' considered would be the inevitable result of the statements of the Royal Commissioners.

In the second place, as Glasgow is given as a sample large town, the inferences which will be drawn from its alleged condition, as to the extent of educational destitution in the towns of Scotland generally, must be inaccurate and misleading. The Commissioners themselves do not explicitly draw the inevitable inferences ; but in the Recommendations they assume that the proportion of children on the school-roll in the large burghs of Scotland generally will be the same as in Glasgow. It, however, appears from page 1 of the Appendix to their Report, that the Census of 1861 shows an attendance in the districts from which the Commissioners did not receive returns of 89,461. Allowing for the same proportion of error as is assumed in the case of Glasgow, and deducting one-eleventh from the above number, we have an enrolment of 81,328 children, instead of 64,324, as is assumed in the Recommendations, par. 2.

With respect to your second inquiry, I am instructed to state that in Table II. of the Report of the Royal Commissioners, the schools of Scotland are classified *denominationally*[3] (with the exception of the Parochial schools, which, for obvious reasons, are separated from the others); and that the schools of the Society for Propagating Christian Knowledge—a Society fostered from its earliest institution by the General Assembly of the Church of Scotland, by means of Acts and Injunctions passed year after year, supported for a long period of years mainly by funds collected among the congregations of Scotland by order of the General Assembly, by money given over to the Society by the Assembly itself, and by legacies of members of the Church of Scotland ; and further, connected with the Church of Scotland so closely by law that none except members of the Church of

[1] There is no such statement. See p. lv.—*Sec. of C.*

[2] The Commissioners make no such assumption.—*Sec. of C.*

[3] This is not so ; see p. 48, App. note, where the principle of classification is explained, and it is distinctly stated that the 'Society is legally connected with the Church.'—*Sec. of C.*

Scotland can hold appointments under it as teachers or inspectors—are, in the opinion of the Committee, erroneously classified under the head 'Undenominational and others.' They are Denominational in their origin, in their history, in their sources of maintenance, in their centralized management, in their local superintendence, and by law. On what grounds they can, in these circumstances, be otherwise classified the Education Committee fail to see.—I have the honour to be, Sir, your obedient servant,

JOHN COOK.

PATRICK CUMIN, Esq.,
Secretary to the Royal Commission on Education in Scotland.

EDUCATION COMMISSION, 15 QUEEN STREET,
December 9th 1867.

REV. SIR,—I am directed by my Commissioners to thank you for your letter of the 21st November, and to state that the only object which the Commissioners had in making the request contained in my letter of the 2d November was, to ascertain and, if necessary, to take means for correcting any serious inaccuracy in their Report. They are glad, however, to find from your letter that the alleged inaccuracies appear to be capable of a simple explanation. These inaccuracies, as it seems to the Commissioners, arise from not observing the precise terms used in those portions of the Report to which objection has been taken.

First; it is stated in your letter that 'the Commissioners accept an opinion that 'all children from 3 to 15 years of age should be *at school*, in other words, one-'fourth of the whole population.' And upon this assumption it would appear that the Commissioners not only exaggerate the educational destitution of Scotland, but have been betrayed into a series of contradictions. It is to be remarked, however, that no reference is made to any part of the Commissioners' Report in which the alleged opinion is stated; and the Commissioners have in vain endeavoured to discover the passage to which your letter refers.

The distinction between the number of children *of school age* and the number of children who ought to be *on the roll of some school or in attendance*, is well understood and universally recognised.

The Commissioners, adopting the usual opinion of statisticians, consider the children *of school age* to be all children from 3 to 15 (page xlv.), and the number of these amount, it is believed, to about one-fourth of the population. Accordingly, the Commissioners assert, in the passages quoted in your letter, that *IF* all the children of *school age* were to attend school, the supply of *good* accommodation would fall short of the demand by 61,973 sittings. This statement the Commissioners believe to be strictly accurate, and it was accepted and quoted by the Vice-President of the Committee of Council in the House of Commons, on the occasion to which you refer.[1]

But the Commissioners nowhere make the assertion that *every* child of *school age* should be on the roll of some school. On the contrary, they say (page clxiv.) 'that the state of education in a country is satisfactory when one in six of the 'population is on the roll of efficient schools.' And in this opinion the Commissioners are happy to find themselves so much in accordance with yourself and the Education Committee of the Church of Scotland.

I am directed to add that the Commissioners, so far from expecting that one-fourth of the population should be *at school*, have in their recommendations proposed to make provision for a much smaller number (page clxiv.)

[1] The Vice-President said, 'In Glasgow the number of children *of the school age* was '98,767.' And again, in Blythswood district, 'There was efficient school accommoda-'tion for 6,243 scholars, which exceeds the total number of *children between three and* '*fifteen* in the district.' . . . 'In the remaining districts of the town, however, there 'was sufficient school accommodation for only 30,551, no less than 61,973 children being 'without educational provision.' Any reader of the Vice-President's speech will at once perceive that he is speaking of 61,973 *children of school age, i.e.*, between 3 and 15. For

Total number of children of school age,		98,767
Efficient school accommodation in—		
Blythswood,	6,243	
In other districts,	30,551	36,794
The number quoted by the Vice-President,		61,973

—*Sec. of C.*

In the second place, you complain that the Report of the Commissioners exaggerates the educational destitution in the large towns of Scotland; because, according to the Census returns of 1861, the number of children attending school is much larger than it is according to their Report. I am to remark, however, that the figures in their Report are derived from the Report of the Glasgow Assistant-Commissioners, and these figures, it is notorious, differ materially from those in the census returns. But, if you will have the goodness to refer to page xlvii. of the Report of the Commissioners, you will find the grounds stated upon which the figures of the Assistant-Commissioners are preferred to those of the Census.

The last point of objection concerns the schools of the Society for Propagating Christian Knowledge.

The Commissioners do not understand that your Committee disputes the accuracy of the statement with respect to these schools in my letter of 2d November. It is to be observed that the objection made (page 26 of your Special Report) to the classification adopted by the Commissioners, was that the Society schools were not, as they ought to have been, included under the head of Church of Scotland schools, because, as your Committee alleged, these Society schools are connected with *and supported by* the Church.

It has already been pointed out that the connexion between the Society schools and the Church is stated again and again in the Report of the Commissioners.[1] But, unlike the Church of Scotland schools, these schools are supported by funds administered by a recognised body of directors, over whom the Church exercises no control.

It is to be remarked also, that the distinction between schools connected with and maintained or supported by the Church of Scotland, is carefully observed both in page xxxv. and in page xxxviii., to which your Special Report refers. And I am also directed to say, that one reason which induced the Commissioners carefully to distinguish between the Society Schools and the General Assembly Schools was this, that while they found the Society Schools among the most inefficient, they found the General Assembly Schools, over which your Committee exercises control, among the most efficient in Scotland.

In conclusion, I am directed to express a hope on the part of the Commissioners, that this explanation will tend to remove some of the misapprehensions to which their Report may have given rise.—I am, your obedient servant,

PATRICK CUMIN, *Secretary.*

Rev. Dr. COOK, Haddington,
Convener of the Education Committee of the Church of Scotland.

---

2. CORRESPONDENCE between DR. HANNAH, Warden of Trinity College, Glenalmond, and the SECRETARY of the SCOTCH EDUCATION COMMISSION.

EDUCATION COMMISSION, 15 QUEEN STREET,
EDINBURGH, 28*th February* 1867.

SIR,—I am directed by the Commissioners appointed by Her Majesty to Inquire into the Schools in Scotland to state, that, having finished their inquiry into the Elementary schools, they are now engaged in investigating the condition of those which supply the higher education to the people of Scotland.

In order to form a satisfactory opinion upon these schools, they have appointed two Assistant-Commissioners, Mr. Thomas Harvey and Mr. Alexander C. Sellar, who have been instructed to draw up a report on the subject. In prosecuting this inquiry, these gentlemen have already personally visited and examined most of the public Burgh schools.

The position occupied by the institution over which you preside is so im-

[1] See p. xxxv., and p. 48, App.

portant, that the Report which the Commissioners are about to submit to Her Majesty will, in their opinion, be imperfect unless they have an opportunity, through their Assistant-Commissioners, of forming a judgment as to the character and cost of the education which Trinity College supplies.

They trust, therefore, that you will have the goodness to give such facilities to the Assistant-Commissioners as may enable them satisfactorily to fulfil the duty with which they have been charged.

Your reply to this application will be transmitted to the Assistant-Commissioners, who will be directed to communicate with you on the subject.—I am, Sir, your obedient servant, PATRICK CUMIN, *Secretary.*

THE REV. THE WARDEN,
Trinity College, Glenalmond, Perthshire.

TRINITY COLLEGE, GLENALMOND,
1*st March* 1867.

SIR,—In reply to your circular letter of February 28, I beg to inform you that it will give us the greatest pleasure to receive a visit from the Assistant-Commissioners, at any time which they may arrange with me as convenient to both parties. I shall be most happy to show them all our arrangements, and to place in their hands all necessary papers. But to avoid misapprehension, I must premise that we do not propose to submit our classes in any way to their personal examination.

In announcing this limitation of our willing assent to their inspection, I am simply following the precedent set by the nine English schools subjected to the last Royal Commission, when a similar request was proposed to them.

J. HANNAH, *Warden.*

P. CUMIN, Esq.

EDUCATION COMMISSION, 15 QUEEN STREET,
EDINBURGH, 15*th March* 1867.

SIR,—I am directed by the Commissioners appointed by Her Majesty to Inquire into the Schools in Scotland to thank you for your letter, in which you express your qualified assent to their application.

The Commissioners have delayed writing to you again on the subject until they should have received the answers of the rectors and head-masters of the other schools to whom they made application similar to that made to yourself. The Commissioners are happy to find that, with one or perhaps two exceptions, these gentlemen are prepared to afford every facility to the Commissioners in prosecuting their inquiry; and arrangements have already been made with the rector of the Edinburgh Academy and other very large schools which will enable the Assistant-Commissioners to form an accurate judgment of the value of the education which they furnish.

I am directed to add that the Commissioners do not quite understand the precise extent to which you are willing to submit your classes to the inspection of the Assistant-Commissioners, and particularly, whether these gentlemen are to be permitted to be present during the time when the different masters are engaged in teaching, and whether they are to have an opportunity of taking part in an examination conducted by the masters, and of seeing the paper work of the pupils? The Commissioners desire me to add that they have referred to the Appendix to the Report of the Public Schools Commissioners, in which the correspondence between the Commissioners and the head-masters of the great public schools of England is to be found.

It appears from the correspondence that two of the most distinguished head-masters, viz., Dr. Temple, of Rugby, and Dr. Kennedy, of Shrewsbury, were willing to have their scholars examined by any examiners who might be appointed by the Commissioners, and that the others declined upon grounds which scarcely seem to apply to the present case.

I am directed to observe that since the Report of the Public Schools Commis-

sioners, the Schools Inquiry Commission has been issued, 'to inquire into the 'education given in schools not comprised within the scope of the Commission 'on the state of popular education and in certain public schools.'

The inquiry referred to in this Commission corresponds precisely with the inquiry upon which the Commissioners appointed to inquire into the schools in Scotland are now engaged.

The old Endowed schools of England and very many private academies have willingly submitted to the examination of the English Assistant-Commissioners.

It appears to my Commissioners that, so far as there is any precedent, it is in favour of acceding to the request which they have felt it their duty to make.

I am directed to add that, before giving final instructions to the Assistant-Commissioners, the Commissioners will feel obliged to you if you will have the goodness to inform them as to the precise extent to which the Commissioners will be permitted to see your classes actually at work.—I am, Sir, your obedient servant,

P. CUMIN, *Secretary.*

THE REV. THE WARDEN,
Trinity College, Glenalmond.

TRINITY COLLEGE, GLENALMOND,
March 18, 1867.

SIR,—In reply to your letter of March 15, I beg to state that I have no intention of qualifying my assent in any respect whatever, beyond the precedent of the English Commission, which dealt with schools precisely analogous to the public school department of this College. In that case, the Commissioners first calculated certain questions, and secondly, made it their duty, 'after receiving the answers, 'to visit personally each of the schools, to inspect the class-rooms, boarding-'houses, playgrounds, etc., and to acquire on the spot further information as 'might assist (them) to form a clear opinion on the various branches of (their) 'inquiry.'

This is what I expected, and to similar action on the part of your Assistant-Commissioners I will offer every facility in my power.

It will give me the greatest pleasure to answer their questions, and to receive them as guests in my own house for any time they think expedient.

But I have declined to submit our classes to their personal examination; and have referred as my justification to the reasons which were given in detail by the English head-masters. As the Commissioners appear to think, however, that 'so far as there is any precedent, it is in favour of acceding to' their request, I am under the necessity of making this reference more in detail.

I am not aware that the Report of the current 'Schools Inquiry Commission' in England has been published. I have no knowledge, therefore, of any precedent which it might furnish. It is sufficient that I am supplied with a thoroughly argued precedent from those nine English schools which our system most resembles.

I observe, then, that Drs. Temple and Kennedy, to whom you refer as consenting, gave that consent only 'with some reluctance,'—as the Commissioners acknowledge,—(they might have said, indeed, with *considerable* reluctance), and Dr. Kennedy intimates that he should have refused even that reluctant assent to any examination of the *whole* school, such as you propose. The more modified request, for permission to examine 'not all the boys, but those who have attained 'a certain standing,' was absolutely refused by the other seven head-masters on such grounds as these, all applying most exactly to ourselves; that such an examination would be uncertain and unsatisfactory as a test; unfair to the masters, and detrimental to the ordinary work; superfluous, because 'we have abundant 'examinations already;' uncalled for on the part of Government, because we have not received a single farthing of Government endowment; and for a good many other reasons 'seriously objectionable.'

I see, in fact, that the terms used are stronger than I care to adopt. The general principle seems to be impregnable.

This school differs from the Scottish type, and approximates the English type.

It has been founded by large donations, which have placed it, for Scotland, on a level with the higher English schools, in the size of its buildings, and the efficiency of its appointments in advance of its actual numbers.

Its masters come almost entirely from English Universities, and to a large extent from English Public schools. The very points in which it differs from such a school as the Edinburgh Academy, to which you refer, bear precisely on this question. Our classrooms are rather private than public, and unlike those of a day-school, they represent only a portion of our work. We are not accustomed to receive visits from strangers. We teach, indeed, on a far costlier system, for we have seven and sometimes eight full masters of good University qualifications to teach one hundred boys. But the very fact that our classes are so much smaller, makes their merits different in kind, and therefore not easily comparable with the merits which are sought for by the semi-public competition of the large classes of a Scottish day-school. We test our results by at least five examinations during the session, conducted by myself, and an annual examination, conducted by distinguished examiners from Oxford and Cambridge. We shall also have the pleasure of submitting to your Assistant-Commissioners a statement of honours recently gained by our pupils, which we take to be the best and surest test that can be applied. For myself, as I was seven years rector of the Edinburgh Academy, I have had sufficient experience in both systems; and should not have the slightest personal objection to take the Assistant-Commissioners with me to any ordinary lesson of the sixth form, nor should I object to their asking any questions they pleased in my presence. But this is a concession which I should make on purely personal grounds, and without giving up my objections to the proposal as a whole. In every other respect, my best services shall be at the command of the Assistant-Commissioners, to enable them to report upon us in the completest form.—I have the honour to be, Sir, your obedient servant,

J. Hannah, *Warden.*

The Secretary,
Scotch Education Commission.

Education Commission, 15 Queen Street,
Edinburgh, 23*d March* 1867.

Sir,—I have the honour to acknowledge the receipt of your letter dated March 18th, and I am directed to state that the Assistant-Commissioners have been desired to make such arrangements with respect to visiting Glenalmond as may be convenient to yourself and to them.

The Commissioners would regret extremely if the examination which they propose should lead to any of the inconveniences to which you allude.

But since my last communication I may state that the Assistant-Commissioners have visited and examined some very large schools in this city, and experience seems to show that an examination, if properly conducted, does not involve any of the evils anticipated by some of the head-masters of the English Public schools. Indeed, Dr. Hodson assured me that an examination such as that which took place at the Academy was, in his opinion, attended with considerable advantages.
—I am, Sir, your obedient servant, Patrick Cumin, *Secretary.*

The Rev. the Warden,
Trinity College, Glenalmond.

III.—Memorandum as to Industrial Ragged Schools.

Industrial schools differ from Reformatories in this, that they are intended for children who have not yet committed any criminal offence, their object being preventive. The statutory provisions with respect to such schools have been consolidated in the 29 and 30 Vict. c. 118, which was passed 1866. According to this Act, the Industrial school is defined to be a school in which industrial

training is provided, and in which children are lodged, clothed, and fed as well as taught. These schools are subject to inspection, and are certified by the Home Secretary as places fit for the reception of children under the Act. It is to be observed that the same school cannot be at once an Industrial school and a Reformatory. According to the same Act, counties and boroughs are empowered to contribute money to establish and to enlarge Industrial schools in the same way as they may establish and enlarge Reformatories.

As to the children who may be sent to Industrial schools, it is provided that *any* person may bring before two justices or a magistrate *any* child apparently under the age of 14 years—

(1.) That is found begging, or in any street or public place for the purpose of begging or receiving alms.

(2.) That is found wandering, and not having any home or settled place of abode, or *proper guardianship*, or visible means of subsistence.

(3.) That is found destitute, either being an orphan or having a surviving parent in prison.

(4.) That frequents the company of reputed thieves.

And if the justices or magistrate finds that the child comes within any one of these descriptions, and that it is expedient to deal with it under this Act, it may be sent to a certified Industrial school. In such case, an order of *detention* is drawn up by the magistrate, under which a child may be detained until 16.

This order of *detention*, it must be observed, is not in the nature of a conviction for any offence, but is simply intended as a protection both to the parent and the child, and especially to prevent the parent withdrawing the child from the care of the managers of the Industrial school, and again leaving it to gain its living on the streets.

Provision is made by which parents and guardians may voluntarily send refractory children under 14 to such schools; and parochial boards have similar powers with respect to certain children in the poorhouses.

The Industrial school to which the child is sent must be conducted in accordance with the religious persuasion of the parents of the child. If this condition is violated, the parent may have the child removed from the school.

The managers may permit a child to lodge with its parents during the period of detention, and, after 18 weeks, may allow the child to live out of the school with any respectable person willing to receive him.

The managers may also apprentice children under detention.

The Treasury may contribute towards the custody and maintenance of children under detention. The present rate is 4s. 6d. per week. The rate for children detained with the consent of parents is not to exceed 2s. per head per week.

Parochial boards may contribute towards the maintenance of children placed in Industrial schools on their application, and are bound to contribute for the support of children in such schools, in case they are chargeable to the parish at the time when they are sent to school, or within three months before being sent.

Parents, or other persons liable to maintain a child, are bound to contribute towards the maintenance of the child if they are able to do so.

Such are the principal provisions of this Act.

From these it appears that burghs and counties have now ample power to apply local assessment to the purpose of assisting in the maintenance and education of children at Industrial schools, while the Treasury contributes 4s. 6d. for each child under detention.—P. 24, Mr. S. Turner's Report.

While no parent can be deprived of the custody of his child, or relieved from the duty of maintaining it, without the sanction of a magistrate, the greatest care seems to be taken to protect the religious rights of the parent, and to compel him to contribute as much as he can towards the maintenance and education of his children.

Having regard to the terms of the Act of Parliament, it seems that they are wide enough to embrace the case not only of refractory children, but of every child who, by the neglect of its parent, is likely to fall into crime. The chief difficulty seems to consist in inducing magistrates to enforce the law. This is apparent from the following table, compiled from Mr. Sidney Turner's Tenth Report, which shows for each Industrial school in Scotland the percentage of children under detention, to the total number in such schools. In schools where

this percentage is large, the sum received from the Treasury is, of course, larger than in other schools.

INDUSTRIAL SCHOOLS—REPORT 1867.

WHERE SITUATED.	NAME OF SCHOOL.	AVERAGE ATTENDANCE.			UNDER DETENTION, Dec. 31, 1866.			Per cent. of Detention to Av. Attend.
		B.	G.	Total.	B.	G.	Total.	
1 Aberdeen,[1]	Indus. & Rag. Sch., Skene Sq.,	...	...	90 schls. 40 bdrs. 130	...	...	20	15·4
2 Ayr,	,, ,, ,,	54	38	92	43	29	72	78·2
3 Kilmarnock,	Industrial School,	24	13	37	34	16	50	135·1
4 Bute,	Rothesay I. & R. Sch.,	58	30	88	12	2	14	15·9
5 Dumfries,	Dumfries & Maxwelton I. & R. School,	...	...	98	29	12	41	41·8
6 Edinburgh,	Orig. R. & I. School, Ramsay Lane,	113	69	182	29	15	44	24·1
7 Do.,	Marionville Original I. School,	...	...	40	...	...	20	50·0
8 Do.,	United I. School,	...	...	60 Prot. 90 Cath. 150	...	...	82	54 66
9 Leith,	Ind. and Rag. Sch.,	56	19	75	30	3	33	44·0
10 Forfar,	Arbroath I. Sch.,	...	...	30 day 9 board., 39	...	...	Boarders, 3	7·7
11 Do.,	Dundee I. and R. Sch.,	...	...	90	...	...	27	30·0
12 Lanark,	Glasgow I. Sch.,	163	95	258	106	53	159	61·6
13 Do.,	Cath. Orp. & I. Sch.,	117	49	166	132	57	189	113·8
14 Perth,	Fechney I. Sch.,	...	...	69	...	...	71	102·9
15 Do.,	Ladies S. of I. (Craigie)	...	...	52	...	...	36	69·2
16 Do.,	Perth Sch. of Industry,	...	...	52	...	...	19	36·5
17 Renfrew,	Greenock Certified Sch. of Industry,	65	55	20	42	19	61	50·8
18 Do.,	Paisley R. and I. Sch.,	...	...	89	40	20	60	67·4
19 Wigton,	Indus. Home for Girls (Newton-Stewart)	...	...	48	...	...	46	95·8

[1] P. 88, Report of Rev. S. Turner—'I should fear that the smaller number of children under detention indicates a diminished interest on the part of the magistrates in the working of the Industrial Schools Act.'

IV.—ORAL EVIDENCE AS TO INDUSTRIAL SCHOOLS.

SATURDAY, *February* 1, 1868.

ROBERT GEORGE CROOKSHANK HAMILTON, Esq.

The Dean of Faculty.—What office do you hold?—I am Accountant to the Committee of Council on Education.

What is the duty of the Accountant?—The duty of the Accountant is to make all the payments ordered by the Committee of Council, and to record them.

How long have you held your office?—Since 1861.

So that you can speak to the difference between the former system of Government grants to Normal schools and the present?—I can.

Will you explain that difference to the Commissioners?—Under the old Code grants were given to Normal schools in the shape of augmentation of the salaries of certificated assistants and lecturers employed, and of Queen's scholarships, which were special grants of £23 for each male and £17 for each female student who passed the admission examination. There were further grants given on the examination of these students at the annual inspection in December of each year. I think that is generally how the grants stood under the old Code. In 1863, by

minute dated 21st March, the grants were altered entirely, and instead of being paid on students who were in training, they were calculated upon students who had gained their certificates after having been trained in the colleges, and were fairly launched in the profession of teacher.

Does that still continue?—It does. Since 1863 there has been a farther minute, the principal effect of which is that the colleges, if their numbers are greater in one year than in the year previous, are allowed a proportionately larger grant; with that addition, the minute of 21st March 1863 is in operation now.

Have you anything to suggest as to the comparative results of the two systems —the former system and the last?—No, I think not. The principal point is this, that whereas on the former system we paid for students in training, who might or might not become teachers, on the present system we do not pay for such students till they are actually in the profession.

Article 102 of the Code is in regard to the limit of 75 per cent. in the expenditure?—That limit of 75 per cent. of the expenditure is practically the limit of grants to training colleges. Under the minutes they receive a sufficient amount, except in a very few instances, to come up to that limit.

What is the provision in regard to that 75 per cent.?—The provision is that the grant paid to a college in any one year may not exceed 75 per cent. of its certified expenditure of the previous year.

Is that under Article 102 of the Code?—Yes.

Does that provision affect the schools in Scotland much?—It does; it tells in every instance.

Do you think that a wise and salutary provision?—I think that it fulfils its intention, which is this, that at least one-fourth of the expenditure must be met from other sources than the grant.

In regard to the Scotch Normal schools, is it not the case that there is considerable variation as to the self-supporting nature of them?—There is.

What is the reason of that?—I think it principally arises from the cost of tuition in one college being much larger than in another, and also from the circumstance that in some of the colleges the practising schools are conducted at a considerable loss, and this loss seems to be met to a large extent out of the college funds.

What are the apparently self-supporting Normal schools in Scotland?—The Edinburgh Church of Scotland School and the Edinburgh Free Church School appear to be nearly self-supporting. The Glasgow Free Church School seems to want most assistance from other sources than the Government grant, the Glasgow Church of Scotland School is nearly self-supporting, or has been so hitherto. But I may observe that although the grant can never exceed the other limit prescribed by article 102, of £50 for each male and £35 for each female in training in the year for which it is being paid, yet the condition that the grant of any one year is limited to 75 per cent. of the expenditure of the previous year has this effect, where the numbers are declining from year to year, that a larger grant is got in proportion to the expenditure to be met than if the numbers had remained stationary.

Because the estimate is taken on the year before?—Yes; and that would probably make some of them appear to be self-supporting, when, in reality, had the numbers of students in attendance been the same in a series of years, they would not have been self-supporting.

Are the numbers declining?—They have steadily declined since 1863.

In all of them?—In all of them.

Is there any reason for that that occurs to you?—There has been a falling-off of pupil-teachers. I don't know how that may affect it, but the fact is so.

Supposing the Board of Works or any such public body were to take the charge of repairs and current costs, would the Government grants be sufficient to make the Normal schools self-supporting?—I think they would. I take it in this way: the cost of tuition might be fairly set down at £1000; that is about what it amounts to in the Edinburgh Church of Scotland School,—considerably less than it is in the Glasgow Free Church School. If there were 50 male students and 50 female students in attendance, in calculating the grant we should allow £23 for each male and £17 for each female, irrespective of the amount of bursaries which might be paid to them. The expenditure therefore on which we should allow 75 per cent.

would be £1000 for salaries, and £2000 for the estimated cost of living of the students. 75 per cent. of £3000 would be £2250. Out of this sum the college authorities would have to pay for salaries of teachers £1000, leaving £1250 for bursaries. £1250 would admit of bursaries, at the rate of £15, being paid to each male, and £10 to each female; and I think, from what one sees of the balance-sheets rendered, that would be sufficient. A larger number of students than 100, so long as the cost of tuition was not increased, would allow of larger bursaries being paid to each.

Have you anything to suggest to the Commissioners on the supposition that the Normal schools ceased to be supported by denominations, and came entirely to be supported by Government funds?—Only this: that in such a contingency I think it would be necessary somewhat to modify the present arrangements, so as to continue the security we now have, that the students trained do not exceed the number of teachers required. I think that could best be done by paying the salaries of the Normal-school teachers principally by capitation fees when the students trained by them had gained their certificates.

Have you had your attention directed to the remarks on page cxlviii of the Second Report of this Commission in regard to a plan sketched of the curriculum for schools?—I have.

Can you make any suggestions to us as to how the financial arrangements should be made if that plan were adopted, or something similar to it?—I understand that the present administration of the Normal-school grants would remain untouched. There would be the element of the university men introduced; which would be an entirely new one. I think if pupil-teachers of three years' standing, who were able to gain a bursary at the university, were put under the charge of the teacher in some school near the university, where they might act as paid assistants during the three years that they attend the university, that the bursaries to be paid on their account by the Committee of Council should be apportioned between the professor's fees and the selected school in which the student might be placed. I think that as the amount need not be very large, the Government would get a *quid pro quo* in the service of the student for the three years as an assistant teacher in the school; and it might fairly be assumed that he would continue in the profession after that time.

Is that arrangement with the view of securing that the bursaries shall be paid to those who are to follow out the profession afterwards?—Just so.

Have you had your attention directed to the resources of Elementary schools with reference to the salaries likely to be offered as inducements to teachers?—I think that hitherto the salaries obtainable in Elementary schools, more particularly in the outlying districts, have not been sufficient to induce trained or even certificated teachers to go there, but the provision in the Second Report of the Commission appears to remove that difficulty. The double grant from the Committee of Council to these outlying districts would yield 16s. a head, and the school pence might fairly be put down at 1s. a quarter, which would be 4s., so that each child, in average attendance, would be worth £1 to the school, and unless the school were a very small one, that would be sufficient.

Do you think that the Normal schools would be better managed by Government than under the present system of denominations?—I am not able to give any answer to that question.

Mr. Ramsay.—Do you say that the teachers in the Normal school should be paid by capitation grants after their pupils have got their certificates?—That is, in the event of the Normal schools being State institutions, and ceasing to have any connexion with denominations. I think, as long as they have any connexion with the denominations, the present system meets every requirement.

But in the event of the State taking charge of the Normal schools, you think the plan you suggest would work well?—I think some such plan would be necessary, in order to secure that the students trained in the Normal schools do actually go into the profession of teachers; and that might be secured by giving a pecuniary interest to the teachers of the Normal school in the issue of each certificate to their pupils.

Don't you think that the teacher would object to have his payment for his services delayed?—His whole payment need not depend on the capitation fees; but I think a large portion of it might well depend upon them.

Lord Mure.—You used the expression, 'self-supporting' in the early part of your evidence, as to Normal schools ; would you explain what you mean precisely by that expression ?—By self-supporting, I mean that the college, with the Government grant and the fees of students, can exist without any voluntary contributions.

From extraneous sources ?—Yes.

Mr. Dunlop.—Without any contribution from the denominations ?—From the denominations with which they are connected.

The Dean of Faculty.—Are you in favour of the suggestion as to double grants ? —Yes.

NOTE BY MR. HAMILTON.

In illustration of my evidence, that the double grant from the Privy Council[1] will have the effect of so increasing the salaries of teachers in schools in outlying districts as to induce certificated teachers to take charge of them, I take the case of Delting, probably the poorest parish in Shetland, with a valuation of £1566, a population of 2000, with four schools thrown on the rates, three of which will have to be built. In addition to these there is also the Parish school.

The cost of building a Shetland school may be fully estimated at £360. Three schools at £360 (half of the cost being supplied by Government) will give an annual charge on the rates of £34, 17s. 6d. for twenty-five years. The maintenance of the buildings of four schools may be set down at £20, that is, £5 for each. At p. 13 of the Report of the Committee of the General Assembly for 1867, the *average* income of female teachers, of whom all, with the exception of three, are certificated, is stated to be £41, 16s. 9d. Four teachers at £40 will give an expenditure of £160 to be provided for salaries.

The total expenditure to be met therefore is as follows :—

(1.) Interest on cost of building three schools, for twenty-five years,	£34 17 6
(2.) Maintenance of four schools,	20 0 0
(3.) Salaries of four teachers,	160 0 0
	£214 17 6

To meet this expenditure there will be, first, the Government grant and school pence. The Government grant will be 16s.,[2] the pence at 1s. a quarter will be 4s., together £1 per head. Out of a population of 2000, consisting entirely of persons whose children would take advantage of these schools, 250, or one in eight at least, will be at school. Deducting 50 for the Parochial school, which, however, has only 34 at present on the roll, there remain 200 in attendance at the four rate-supported schools. 200 scholars at £1 will yield an income of £200, leaving £14, 17s. 6d. to be provided by the rate. A 3d. rate will yield £19, 11s. 6d., leaving a surplus of £4, 14s. When the cost of the building has been repaid, the salaries may be raised to £48 a head.

SATURDAY, *February* 22, 1868.

CAPTAIN DEMPSTER, *Secretary and Treasurer of Edinburgh Original Ragged and Industrial School.*

Mr. Moncreiff.—The Commissioners are anxious to have some information as to the present position of the Original Ragged School, and especially as to the working of the late Consolidation Act.—*A.* The spirit of the Act does not seem to have been fully understood, nor has it been worked hitherto as it was intended to have been worked. Mr. Cumin yesterday let in a great deal of light on the subject, and though we had a very small meeting of the Directors, all of them were very much obliged to him for the amount of light which he did let in on the subject; we seemed to see it in a new way.

[1] P. 105, App., Second Report.

[2] In England the average grant per head is 9s. In Scotland, with a double grant, it would be 18s. But the amount payable is limited to 16s

What was the new suggestion?—It was specially as to the point of getting children committed under that Act. We have always had the complaint that here is this Act providing a very large and wide margin, and yet we have only got fifteen children last year committed to our school. That seems a very curious state of things, when the terms of the Act are so very wide and liberal. Mr. Cumin suggested that the meaning of the Act was that any two Justices being in the body of directors, might sit on the cases brought up, and adjudge that they should be committed to the school under that Act; and we should have them then under the whole of the provisions of the Act, enabling us to have a hold over them for a certain number of years.

If that be a true construction of the Act would it work beneficially for the objects of the institution?—Very much so.

The difficulty you find is in getting children sent to your school?—Yes.

Lord Dunfermline.—Were the fifteen children whom you got last year under that Act committed for being guilty of some offence?—No, not necessarily so. They have been taken up before some magistrate and sent to the school in charge of a police officer.

Sheriff Davidson.—What were they taken up for?—Vagrancy.

Mr. Moncreiff.—As children found having no visible means of subsistence?—Yes. I may be permitted to remark that in looking over the character of parents in our last report, there is not one child described, who, having such parents, could not be taken up under the Act.

If children could be brought before Justices attending as your directors, without further intervention of the public authorities, would any evil result from the fact of their being sent on a magistrate's warrant?—I don't at present anticipate anything of that kind.

I understand that you do see a disadvantage in children not being sent until they have been apprehended by the police and taken before a magistrate for an offence?—Yes, that seems a roundabout way, and there seem to be difficulties encountered in that roundabout way. There seems to be a shorter method of committing them, and it is a pity we don't see our way to it.

What I refer to principally is the kind of stigma on the child of having been made the subject of a magistrate's warrant?—Yes, undoubtedly there is a feeling of that kind among parents. We had a case of that kind the other day from Linlithgow; we had an application to take in a child, and we were obliged to say that we could not, in the position of our funds, take it without some proceedings of that sort, but that if the parents or guardians did not object to get the child committed, we would be delighted to have it on these terms; but they did object, and we did not get the child.

Would the same objection apply if you could get the committal in the way I have suggested?—Certainly not.

You think that view of the Statute a very important one?—I think it is a new and very important one.

How do you stand as regards funds? Supposing that this were applied to its full extent, have you funds sufficient to carry out generally the purposes of your school?—Yes. Unfortunately, the subscriptions have been going on declining ever since 1863, as is pointed out in our last report.

What Government assistance do you get?—The £588, as given in our return this year, is a little too much, because it includes £43 for certificated teachers. The amount should be £545.

How is it paid?—We get 4s. 6d. a week; we used to get 4s. last year, but for the latter part of the year we drew 4s. 6d. a week for each child in that way, less the allowance got from the parish or the other parties responsible, and who are by the Act liable to pay.

Sheriff Tait.—Have the children in the Ragged School under that Act generally been brought before the magistrates by the police?—Yes. This interpretation of the Act has not been understood. A number of people bring up children to our admission committees; the cases come across them, and they cannot in conscience let them slip by, but then they have to pay for them, and that is very hard, whereas this would exempt them altogether from payment.

Lord Dunfermline.—Still you would require an order from a magistrate?—From some magistrate,—perhaps, on our own committee.

Mr. Moncreiff.—Your idea is, that your having Justices of the Peace on your committee, they might, as magistrates, commit the children at a meeting of your Board?—Yes.

Mr. Ramsay.—Don't you think there is a risk, if you had children committed privately in the way you suggest, of the parents bringing the children in order to get quit of them?—It is always liable to that objection.

Have you never found it so in experience?—Yes; we have found that parents do sometimes wish to get rid of their children, especially in the case of illegitimate children. We have had several cases of that kind, and our difficulty has been very great to know how to deal with them.

Mr. Moncreiff.—Have you anything to suggest as to the children, after they have ceased to be at school? What becomes of them?—At the Marionville branch of the institution we have been taking advantage of the provision of the Act which allows us to license and apprentice out a child before the term has expired; it says in the Act eighteen months, but we have allowed about three years, and we have apprenticed the child out. That is a most important thing; but when we say to tradesmen, Here is a boy, and that we have hold over him, so that the tradesmen need not fear, after he has got him, and intrusted him with money the boy sometimes decamps, and when we go to the police, we cannot get the assistance which we anticipated in tracing the child. I don't attribute any fault anywhere; but I merely say that we have found that difficulty. There is a boy who has been away for about two months, and that is doing us grievous harm at Marionville, and we don't know how to remedy it. Under the Act we are entitled, at any time after a child has been eighteen months in the school, if he is steady, and we can conscientiously do so, to license him out and apprentice him to a trade; but supposing that while in that trade the boy bolts, what is to be done? The tradesman comes to me, and says, 'Here is a boy that you put under my charge; I took for granted that he was an honest good boy, I trusted him, and he has cheated me, and gone off.' I go to the police-office, and inform them that the boy placed in school under the Act has gone off. I went to Mr. List and Mr. Linton, and they said that they would make inquiry; but I heard nothing more about it. That is two months ago, and it is operating very prejudicially against us at the institution. .

Sheriff Davidson.—Have you any idea that the boy's whereabouts are known?—No, not at this time. We had a kind of inkling at first, and our superintendent went after him. The boy's name was Sharp, and he was too sharp for us. He once before jilted us in the same way, and we forgave him.

Do you know any boy who has acted in that way, whose place of abode and where he was were known either to his master or the police?—No, I cannot say.

Mr. Ramsay.—Then the hardship is not that the police neglected to search for the child, but that they failed to recover him?—Yes; I don't attribute blame to anybody, but I say it is a pity that that should have occurred.

Mr. Moncreiff.—Have you at your disposal means sufficient to send out a boy to earn an honest livelihood after the period of detention has expired?—They get wages, and we would be all the better able to do it if we could carry out this Act.

But at present you have the means substantially of sending every boy to an honest trade, if he chooses to do well?—Yes. It may tell upon the admissions to the school afterwards. If we find we have not sufficient funds, looking forward to the coming year, and subscriptions are not coming in as they should do, we must limit the number of admissions.

Sheriff Davidson.—How much do you require in addition to the Government allowance for a child who is brought to the school under a warrant?—We don't want anything more. If we could get that, and get the Act carried out in the way it is meant to be carried out, we should have lots of money, and we should do very well.

Lord Jerviswoode.—If a boy escapes, under what warrant is he apprehended by the police?—He is apprehended without any warrant.

Do you give the police written information?—If we know where the boy is, we write to the magistrates or the police at the place where he is, giving the name of the boy, and asking them to commit him under the information given by us.

Lord Mure.—You have used the expression "commit;" now it is not a com-

mitment in the ordinary sense of the term. I suppose it must have been the use of that term which frightened the police?—It is a mere order of detention.

Mr. Black.—You stated that your funds had been falling off for some years: do you know any reason for that?—The general reason, I suppose, is that, from the greater taxation, people find it more difficult to give us the same subscriptions as formerly. I believe other institutions have experienced the same thing.

Do you suppose that the Government paying so much money is a reason why people think that they need not pay so much?—I think that does operate as one reason.

Don't you think that 4s. 6d. is too much for the Government to pay for each child?—It is a very good allowance certainly.

Could you not do with less?—If we got that upon each child we could, but that covers a great many that we have got nothing for at all.

If a smaller sum than the 4s. 6d. was given—say 2s. or 3s.—for each of the children in the school, and there was no occasion to send them before the magistrates, and have that stigma attached to them at all, would it not be better for the children?—Yes, I think so.

If it were not necessary to bring them before the magistrate at all, and you had an allowance from Government to enable you to sweep the children off the streets yourselves, would not a less sum than 4s. 6d. per head do from Government?—Yes.

On what principle do you take children in besides those which are sent to your school by a magistrate?—Some are brought by benevolent people, the cases having come under their own eye; others are swept in by the missionary teacher, who goes about and when he sees a case of the kind inquires into it, and tries to lay hold of it, if it is suitable. But in doing that part of his duty some time ago he followed a child begging into two or three shops, and at last he went into a baker's; he followed it there, and said to the baker that it was too bad to encourage the child begging, and that he should let it be committed and come and witness against it; but the baker declined to do so.

Supposing I were to come to the school with a little boy or girl whom I suppose to be in utter destitution, and wished him taken in, what would you do?—We would have to consider as to the funds in hand, and how many children had been taken in without any payment; and, considering that, we would have to decide if the child could be taken without payment. But it is a good thing to take something from the parents, because it saddles them with a responsibility, and makes them look after the child a little more sharply.

But suppose there was no parent?—The case we always have to weigh at every committee is, whether we shall take it in on the word of the guardians without any payment, or make the guardian responsible.

Mr. Moncreiff.—If there are no guardians at all, you consider if you have funds?—Yes; we take all the clamant cases first.

Mr. Black.—The objection to taking in any such child is, that you have not the funds?—Quite so; we must do justice to those we have in the school already.

It is only the want of funds that prevents you from taking any child brought to you, if it is really destitute?—Yes.

When you have given them education and training, do you find it easy to get situations for them?—Yes.

Would not a boy who has had a little training, say as a tailor, have an advantage over a boy who had no training?—Probably he would, but we have had no difficulty in licensing and apprenticing boys hitherto.

Is there any competition for your boys among tradesmen?—I can say that there is, to this extent, that several applications have been made, and the tradesmen who have come have said that they would rather take a boy from our school, because they knew that they had been well brought up and attended to. That has been said by some tradesmen.

Have you any superintendence over them after they go away?—Certainly.

Have you any means of knowing how they behave themselves?—Yes. At first after taking advantage of the Act and letting a boy out, he has to deposit his earnings with the Superintendent every week, and besides that, he does not altogether go out at first, but he is lodged in the house; we judge according to his character and temperament, and say that the child shall live a fortnight or

a month in the house, then we let him gradually go out and live out of the house; but he comes and deposits his savings with the Superintendent, and the Superintendent visits him occasionally.

Can you mention what proportion of the children have been doing well for the last five years, and what proportion have not been doing well?—That is shown in our last report, where it appears that, for the last six years, out of 102 there are 91 that are doing well and can be accounted for; one has absconded, four are in reformatories, and one in prison, so that there are six bad cases out of the 102. If they are incorrigible, we send them to reformatories.

What is the total number in the school?—282 at Ramsay Lane, and 49 at Marionville.

What is the annual income?—£3196.

Lord Jerviswoode.—Does that include legacies?—Yes. That is the sum received last year, and the legacies were nearly £500, but the legacies vary very much; the year before they were only £17.

Mr. Black.—You have both Roman Catholics and Protestants in your school: have you any difficulty with them?—No. We have not many Roman Catholics. The parents of course know under what conditions children are received in our school, and these conditions are generally not acceptable to the parents of Roman Catholic children, and therefore we have very few Roman Catholic children.

Do Roman Catholic children attend the religious instruction given to Protestants?—In the morning at Bible lessons, they are supposed to be in the class, and to hear the lessons, but on Sundays they are at perfect liberty; the parents are at liberty to take their children away.

But during the ordinary instruction on the week-days, they attend along with the Protestants?—Yes.

And no objection is made to that?—No objection.

Lord Jerviswoode.—Is the religious instruction communicated to them?—Yes; but it is just remarks upon the chapter read.

Lord Mure.—Can you state the expense incurred last year at Ramsay Lane in the education of the number of children there, and the expense incurred at Marionville in educating the number of children that are there?—The expenditure at Ramsay Lane was £2189, and at Marionville £911, but besides that there is the item of general charges.

What were your subscriptions last year?—£1237.

What other available annual income have you?—Receipts from parents and guardians, upwards of £300; receipts from apprentices, £40; interest on railway debentures, £78; interest on bank accounts, £38. These last two sums are income from capital. Then the grants of Government for children detained under the Act are £545, rents from Argyle House property £61, proceeds of work at Ramsay Lane £234, proceeds of sales at Marionville £94.

What is the gross sum you bring out?—£3196; but I shall send an accurate note of it.

I send the following:—*Ramsay Lane.*—The expenditure was £2189, which upon 179 children gives an annual cost for each of £12.

Marionville.—The expenditure was £911, which upon 51 children gives an annual cost for each of £18.

Taking both schools together, the cost was	£3472	0	0
Total receipts,	3199	0	0
Deficiency,	£273	0	0
Or, deducting from total receipts—Legacies,	£2705	0	0
Deficiency,	£767	0	0

Sheriff Davidson.—The 27th section of the Act explains that escaping from school shall include the case of a child who escapes from a master after being apprenticed, so that he could be apprehended without a warrant. You seem to point at the Magistrate before whom a child is brought being connected with the direction of the school; have there been any cases of that kind where children have been brought up in this way under the Act, that have been taken before Magistrates who were directors?—No.

I suppose you are aware of the regulation of the Act, that in sending a child for detention to such a school, the magistrate has to inquire as to the religious persuasion of the child, and to send it to a school which takes in children of that persuasion?—Yes.

In such a case would you take in a Roman Catholic child?—Yes.

Supposing the magistrate to inquire as to whether the child is a Catholic or a Protestant, and to ascertain that it is a Catholic, would you take that child? It is necessary that his order of detention should embrace the fact that the child is of a certain religious persuasion. Now, if an order of that kind were coming to you, would you take in the child or not?—The order would take into account the wishes of the parent on the subject.

But take the case of a child who had no living parent, but who was the child of Roman Catholic parents: what would you do in that case?—We are extremely chary in these cases; in fact, when any subject of that kind has been brought up, rather than seem to interfere in the matter we have handed it over to the other school, or rather, we have said that it would be better not to admit that child, merely for the purpose of not giving offence.

If the parents, being Roman Catholic, were alive, you would act in the same way, and you would not take the child in?—Not necessarily, if the parents had anything to say.

But suppose the parents to be silent, you would act in the same manner?—I think so. If the order of detention stated that the child was of Catholic persuasion, the directors would very probably say that they had better not take that child in, and we would make a representation to the magistrate accordingly to withdraw the order.

Mr. Ramsay.—Is the order for detention addressed to the school specially?—Yes, the school must be named. I don't see the child myself; it is brought to our superintendent by the police-officer. If a Roman Catholic child was brought to the superintendent I think it is very probable that he would mention it at the admission committee; it would come out at any rate at the first monthly meeting, when we receive the report on the children admitted, and any remarks from the superintendent would then be considered.

Sheriff Davidson.—You said you had got fifteen children who had been brought up under this Act: were these brought generally by the police?—Always.

Was there any peculiarity in their case which induced the police to bring them?—I am not aware of any.

Are these fifteen children spread over the years since the passing of the Act?—No, they were for the last year.

Supposing this Act were put into full operation, and all the children whom it covers, who were found in the street, were brought up before a magistrate for the purpose of being sent to some Industrial school, do you suppose that you have accommodation, or that all the Industrial schools in Edinburgh would have accommodation at present to take them in?—If we found any difficulty in that way we would at once avail ourselves of the remark made by Mr. Turner at his last visit to Marionville, who said,—'If you could only enlarge this place, and 'get this Act worked out, I am sure you would get lots of children,' and if lots were coming in, I think the directors would agree to enlarge the premises, and take them in.

But you think it would be necessary to have larger accommodation for all the schools if the Act were worked?—Yes.

Lord Dunfermline.—In the magistrate's order of detention is the offence for which the boy is sent stated?—I cannot recollect at present whether it is specified or not; I suspect not. I think the child is merely sent under the Act.

Does it state under which category the child would come?—I don't think so.

When the order is presented you have no means of knowing why the child is sent to you?—We presume it must be, in the first place, because it is a vagrant, or without proper guardians.

But you have no authoritative indication of that on the part of the magistrate?—I cannot say at present. I don't remember the wording of the paper which is sent with the child.

Lord Ardmillan.—The child must be sent subject to the provisions of the Act,

but the order apparently does not bear under which of the provisions of the Act the child falls?—No, it is just under the Act generally.

I understand that when a child is sent to your school whose parents are alive, and who do not consent to its being educated in a Protestant school, you would decline or represent against receiving that child?—Certainly.

If the child's parents consent, I presume you would not sustain any objection from any one else?—I don't think so.

And if the child has no parents, that would be a more favourable case for your receiving it than a child with parents silent or objecting?—Yes.

Mr. Black.—But supposing there was no industrial school in which Roman Catholic children were taught, would you send away the child because it was a Roman Catholic, and you did not take in Roman Catholics?—No. We would see what became of the child, and whether it was provided for elsewhere. If it was not provided for elsewhere, we would take it in, even though a Roman Catholic.

Sheriff Davidson.—How would you educate him?—The same as in the other school. Any person with a proper right to demand the child's attendance on any day with reference to religious matters could satisfy the directors, and take away the child to give him religious instruction.

Mr. Moncreiff.—Even if the magistrate sent the child to your school, if you thought it better to send it to the Industrial school you would communicate that to the magistrate?—Yes.

But you would not do so unless there was some other place to receive the child?—Quite so.

Mr. Cook.—You follow your own system of educating the child; and if any one is dissatisfied, he can take it away?—Yes. We never stand between the parent and the child.

Sheriff Davidson.—Supposing you get a warrant to detain a Catholic child, and the warrant bears upon the face of it that the religious persuasion of the child is Roman Catholic, and that is the warrant you receive, nothing more being said, would you make no representation to the magistrate who granted that warrant that you don't admit Roman Catholic children?—My answer would be, that in the first place the children are taken to the superintendent, and I have not full information as to what he does in these matters; but, second, I would add that it would be my duty, if I found that to be the case, or if it were ever reported to me, at once to bring it forward as a case for the very serious consideration of the directors as to whether that child, being professedly of Roman Catholic parents, should remain at our school.

That is your answer, because no case has actually arisen?—I don't know that any difficulty has arisen on that matter at all.

Mr. Charles Ferguson.

Mr. Moncreiff.—You are Secretary of the United Industrial School?—I am head-master and superintendent.

The Commissioners are anxious to know if you have any suggestions to offer, especially on the operation of the recent Consolidation Act, 29 and 30 Vict.—whether you have had any experience of the working of that Act, or any suggestions to offer in regard to it?—So far as our school is concerned, I think the Act has wrought pretty well. There is one point that I think has been overlooked, namely:—Suppose a child sent to school is seven years old, and the offence for which it is taken before the magistrate is trifling—it has been begging, or something of that sort,—and it is sent to school for two years, and the magistrate thinking the sentence quite long enough for the offence; at the end of the two years it is only eight or nine years old, and it is then physically unable to earn a living; it would require either to be sent to the streets, where it was got originally, or kept in school under authority.

Then you would recommend that the sentences should be longer?—I think the sentence should be longer. Supposing the child was 14 or 16, it is not imperative that it should be detained in the school all the length of time; it may be sent to a situation at any time after it has been in the school for eighteen

months, provided that it is likely to do well. The sentence can be shortened, but, according to the present Act, it cannot be extended.

How many orders of detention have you had under the Statute?—We have had 138.

Is that under the Act of 1866?—In 1866 we had 28, and in 1867, 28.

Under the recent Consolidation Act?—Yes. We were licensed in 1856, and we had children in the school more or less on to the recent Act of 8th August 1866. It continued those that we had, and those that were sent afterwards.

Has it occurred to you that magistrates on the board of direction might grant the warrants of detention?—I may mention, in regard to that matter, that we often find that very decent parents, though poor, have a decided objection to their children being convicted in a public court, even for begging. In other cases where the parents are disreputable, we have had cases where they sent the children either to beg or steal for the purpose of getting them apprehended. The Act does not say that the child is to be brought before a magistrate in a public court; it simply says that any person may bring a child before two Justices of the Peace or a magistrate, and if the child were brought before the magistrate in a private house, that would meet the objections of the poor decent people.

Do you think that desirable, if it be legal?—Yes.

Generally, as to the working of the industrial system, is it going on prosperously?—Yes.

Do you find you have funds enough to do a great amount of work?—We have always a want of funds, I am sorry to say; we could admit a great many more children on the charity, if we had sufficient funds.

Do you think further Government aid would be desirable?—It occurred to me that if Government would give a certain sum for what we now call voluntary children—those that are not convicted—we would be able to take more into the school; and consequently the very same class that in a year or two afterwards, if they were not admitted on the charity, would likely be sent to us under warrant at 4s. 6d. a week. If there was a certain sum given by Government, we would be enabled to take these children up before they became chargeable on Government at the rate of 4s. 6d. or 5s.

So that you have a pecuniary interest in the child becoming a thief or a beggar?—Yes; I think that might operate as a preventive measure.

Do you think the juvenile population, such as you take up, are within the absolute reach of such institutions, if sufficient money were provided?—I think so; but I am sorry to say that just now, and for a good many years back, there are still in the streets of Edinburgh hundreds of children that might and should be sent to our school, or schools such as ours.

Is the total number so great as not to be capable of being overtaken by reason of the expenditure?—With regard to the reason why they are not overtaken, I think the day policemen don't pay very much attention to them; it is more the detectives who see the children going about begging; and there is a class of boys who are the means of leading astray a great many others. A little fellow perhaps intercepts a decent man's child going to school, and he induces him to go away with him. Perhaps he has some money, got in a wrong way, and he divides the money with the little fellow, and induces him to go with him; they go to certain districts where he thinks he may be able to induce his little companion to steal; he points out a particular article, and tells how it may be got, and that if it is got he knows where he can sell it, and what he is likely to get for it; he goes to the opposite side of the street with a pretence of looking after a policeman, or any party he suspects may see the act done. The simple child is induced to take the article, and the instigator on the opposite side of the street gets free. The one is sent on a warrant, perhaps, for a first offence, while the instigator is decidedly more to blame than the thief. We have a great many cases of that kind. In some cases the real criminal has been caught and sent to school, but in many cases the simple child of the decent parent has been induced to steal.

Is the total number of these juvenile delinquents so great as to be beyond any reasonable expenditure?—No; I don't think so.

If you could take up all the children that are in that state of destitution which would render them proper inmates of your school, although not criminal, do you

think that you would in the end overtake the children that become criminals?—I have no hesitation in saying we would.

Do you find the criminal population to run in families,—do you find the same names coming back to you?—We have instances of that, though I have no positive proof of it, because, as a general rule, we have so many of them in Edinburgh that it is difficult to say.

Mr. Black.—Is your annual income decreasing or increasing?—The voluntary income for the last year was a little less than the previous year, but that was accounted for in various ways. A good many of our earlier subscribers have died out, and there have not been sufficient subscriptions from new subscribers to make up the deficiency. Last year our total subscriptions from voluntary sources was £659, 6s. 10d.; in 1866 it was £701, 10s. 6d.

How much had you from convicted children?—In 1866, £970, 1s. 2d.; and in 1867, £920, 4s. 5d.

Then you get 4s. 6d. a week now?—We have had only 4s. till the last quarterly payment.

Was the 4s. quite enough for keeping them?—We could keep them with that; but with clothing, and one thing and another, I could quite see that we could use the 4s. 6d.

So that the 4s. 6d. is rather a good speculation?—Well, so far as our children are concerned, with the increase of our dietary-table, which was gone carefully into a few years ago, and the allowance to each child considerably increased, and the clothing for the convicted children, which amounts to a considerable sum every year, I don't think that even with the 4s. 6d. we could save anything on them.

Have you room in the institution for a good many more?—Not at present. We could accommodate a number more, but not a good many.

Do you easily get employment for the children after they have had education and training in trades?—We have no difficulty in finding employment for them; the difficulty is to supply the demand. We have about five applications for every one that we can send to a situation. The last time I went carefully over the register which we keep, I found that there were 4⅞ths applications for every one that we could supply. In that list there was not included applications from worthless people. We have often applications from worthless masters and mistresses, which I never take any note of at all; but from respectable decent masters and mistresses there were 4⅞ths applications for every one that we could supply.

Mr. Moncreiff.—So that you could find honest employment for four times the number of children that you can supply?—Yes.

Mr. Black.—Was that from their having training in a trade, or was it from their being brought up with you?—It was both. I remember an instance when a child met with an accident, and lost his limb. The parents were decent working people. They found the boy was only fit for being a tailor, or some such occupation at which he could sit. The mother spent two or three days in canvassing the town among the tailors trying to get him apprenticed, but they would not take him, and said they could get boys from the Industrial School whom they could use the first day they came, and that her boy would be with them six months before he would be of much use. She then came to the school, and said she wanted to get the boy in, and was willing to pay for him till he got a situation out of the school. We kept him for six months, and got him a situation. He is now a journeyman tailor, and doing well.

Mr. Moncreiff.—In that way the Ragged school children come into competition with honest children?—Yes; but we make a point never to send a child to a situation till we have pretty considerable confidence that he is likely to do well; and the consequence is, that any of our children, if they turn out well with a master or mistress, become living advertisements for the school, and their employers speak of it to their neighbours and friends, who come and make application also. There is a good deal in keeping the children till we have confidence in them, and till we can recommend them.

Mr. Black.—Have you any difficulty with the Catholic and Protestant children?—None whatever.

Do the children themselves never jeer one another about being heretics, or anything of that sort?—There has never been but one instance of that since I was

connected with the school, which was early in 1853, and that was where some of the girls were talking and disputing which had the best kirk or church, and the Catholic children said their church was the best because they had pictures in it; but it was nothing in the shape of a quarrel,—it was just a little banter.

Sheriff Davidson.—Is that the only instance?—Yes.

Mr. Black.—Do you take any superintendence over the matter of religion?—We try, if possible, never to lose sight of them, and, so far as possible, we keep sight of them, go where they will.

Mr. Ramsay.—You said that you think there are hundreds of children in the streets of Edinburgh to whom it would be an advantage to be placed in the Industrial School. Have you any knowledge that parents would take advantage of that as a means of getting quit of their children?—There are many very poor decent parents who are much opposed to their children being brought before a public court and convicted, though only for begging.

But if you could get them in without conviction, would not parents be induced to send them to school to get them supported there?—Yes; every month our admission committee has a number of applications,—a great many more than we can admit. They are admitted according to the funds at our disposal, and we have not funds to admit upon the charity all who apply. If Government contributed to those that we have upon the charity, we would be able to admit more upon the charity.

To whom would you intrust the admission of such children?—I think it is quite safe in the hands of the admission committee. There are certain classes that we don't admit; it is only those that are likely to become criminal and those truly destitute that we admit.

You think that might be fairly left to the directors?—I think it would be safer in their hands than to give it into the hands of any other party not acquainted with the cases. We go carefully into each case. A schedule is supplied, and any one can fill up the schedule with the particulars of each case; I then go to see if the facts stated in the schedule are correct, and if the interests of the persons themselves are concerned. I find that in a great many cases we cannot depend upon what these poor people say, for they only tell one-half of the truth, but I find out the other half from the neighbours.

Mr. Moncreiff.—In what way would you propose that more funds should be granted by Government?—I think by a capitation grant.

Have you not that just now?—No.

You have 4s. 6d. per week for each of the children?—That is for those committed.

Would you suggest a capitation grant for the whole?—No, not for those under warrant,—only for those that we had, or that might be admitted on the charity.

Under proper restrictions?—Yes. If that was done, and we were able to admit more, I have no doubt that in the course of a few years those we had, with a trifling exception, would be taken up before they would be sent at the rate of 4s. 6d. a week.

How much would you propose as the capitation grant?—5s. per head per annum. That was allowed before the passing of the last Act.

Lord Mure.—Have you any sources of income except voluntary contributions and the Government allowance?—We are often receiving legacies. In 1862 we had nothing at all from Government, but we fortunately got £1600 of legacies; and every now and then we have legacies more or less left to us.

Do you get nothing from the earnings of the children?—Yes, we have industrial occupations for the children, but there has always been a little loss on these; but that is easily explained. When our young tailors, for instance, are able to earn their 3s. 6d. or 4s. 6d. a week, we send them to situations, and they are self-supporting. And the tailor of the school then gets in place of the boy able to earn 4s. 6d., a boy able to do nothing. If we were to retain the boys till they were able to earn 5s. or 6s. a week we would make money. I have made that suggestion once or twice to the directors, and they say that they would much rather, as soon as children are self-supporting, find situations for them, and get in new ones. But we could make more money if we kept them longer.

Would the voluntary contributions and the present Government allowance

suffice to support the average number of those you have, without legacies and other sources of income of that description?—No.

Sheriff Davidson.—When you get the legacies do you spend them annually?—Not all. Of the £1600 legacy which I formerly spoke of, there is £1000 invested in railway debentures, and we have the income of that.

Mr. Moncreiff.—But is your ordinary income sufficient for your ordinary expenditure?—We regulate the admissions by the amount we have in hand.

Lord Mure.—You take the interest of the debenture as part of your ordinary expenditure?—Yes.

Lord Dunfermline.—Do you know whether most tradesmen in Edinburgh give a preference to the Industrial School or to the Original Ragged Schools in taking their apprentices?—I am not exactly prepared to answer that question. In our school we have more industrial occupations than they have in the other school. A number of the occupations in the other school are industrial, but not skilled labour. You may put boys to making paper bags or breaking up firewood, or things of that kind, but that is industry, not skilled labour. There are no applications for boys for that purpose. We have applications for tailors, joiners, brushmakers, carpenters, and turners, and we have these branches in the school. I am not aware how many branches of skilled labour they have in the other school.

You say that you have applications for more than you can provide: do you suppose the other school have had anything like that number of applications?—I don't know.

Have you eighty-two children under detention?—Just now we have eighty-seven.

How many of these are sent to you as vagrants without having committed any offence?—I think about one-half, but I have not the figures with me.

Dr. Brown.—Does the warrant bear any statement of the reason why the child is sent you?—The warrant itself does not bear on the face of it what the child has been convicted for, but I thought it essential to have some particulars in regard to each child at the time it is sent, and I drew up a number of questions, which the police kindly answer, in reference to each case before we admit it. I shall hand that document in. It applies to an actual case which we have in school, and the answers were filled up by the police.

Lord Dunfermline.—I suppose a good many of the eighty-two boys whom you have mentioned come with orders of detention for having committed some actual offence?—There are some. I may mention the case of a boy who had gone to school, and a boy he was acquainted with had stolen an empty bag from a grocer's door; he went and sold the bag, the grocer went and gave information to the police, the detectives were sent out, and the actual thief was caught in the afternoon in company with the little boy that was at school. He had given the boy who was at school some sweetmeats that he had bought with what he had got for the bag. Both boys being found in company, were taken, convicted at the police court, and one was sent to us and the other to the Calton Jail. The one that had been at school was sent to us. I believe he did not at the time suspect that he was in the company of a thief at all.

What explanation was given to you in the order of detention in regard to that child?—In the warrant there is no information—simply the name, and that the case was brought before the presiding magistrate; but it is in cases such as that that I require the questions which I drew up answered before the child is admitted at all. In the event of a child being once or twice convicted, we look on him as more fitted for a reformatory than for our school.

Sheriff Davidson.—Under the Act, can you admit a child convicted of theft?—Not a second time.

Under what Act are you?—The Industrial Schools Act 1866.

What part of it do you think covers a conviction for crime?—The fourteenth section.

Mr. Moncreiff.—You could not take them if they were convicted?—No.

Only if they were charged?—Yes; but I may explain that I find that a number of those children that we have, and many of those we have had to send to reformatories, have been convicted only for one act of theft, but it may be the tenth or twelfth act of theft, though not discovered. The consequence is, they become adepts, and the magistrate or judge before whom they are brought only hears

evidence in regard to the one act, but many of them have practised theft for a considerable time, and they have not been convicted.

Dr. Brown.—Have you found any difficulty with the masters of boys apprenticed by you, who have turned out ill afterwards?—No; we have had no instances where they have not turned out well. But just now we can send out a boy as an apprentice before his sentence expires; we can send him out under license. We can do that only for three months, but at the end of the three months the license may be renewed.

Have you had no complaints from their masters as to their dishonesty?—None whatever.

Lord Dunfermline.—Are you not in the habit of testing the honesty of the children, by giving them commissions to collect money?—Yes; in our turners' and joiners' department there was upwards of £330 brought to me in small sums by these boys sent under warrant, many of them for theft. That was during 1866, and in every instance they delivered up the last penny.

Mr. Moncreiff.—If you had an increased capitation grant or the capitation grant restored, are your buildings large enough to accommodate many more children?—We could not admit perhaps above 30 or 40 more, but we have a space on which we could easily build.

Lord Jerviswoode.—I suppose from what you say that if there were means provided for educating merely in such trades as tailoring, there would be a considerable demand among the poorer classes for such education, even independent of writing and reading?—A great demand. From my experience in the school, I think the industrial occupations are very important. You may give a child such as we get into the school a good moral, commercial, and intellectual education, and send him out to the world, and he is as ready to beg or steal as when he came to school; he has learned nothing that he can get a living by; but if he is trained to skilled labour, he is a self-supporting member of society, go where he will.

Mr. Moncreiff.—Do you think the warrant of detention introduced by the last Act is an improvement on the former one?—Yes; it is an improvement.

Lord Dunfermline.—Do the children employed in the industrial trades in school get anything themselves?—Yes; in our tailor's shop every little tailor gets twopence for every pair of trousers he makes. That sum was at one time given to the boy himself on the Saturday, at the time we paid the workmen, but that was found not to work well in practice. A drunken father or mother was ready to meet the boy at the school-door, and take from him every penny he had earned. I spoke of this to the directors, and suggested that the better plan would be to put it in the Savings-bank in name of the child, and to allow it to accumulate there; and when the child was about to leave the school he would have something to give him a good outfit on going out into the world. I think there was an instance not long ago where a boy had £7 or £8 when he left school.

Mr. Moncreiff.—I suppose you would prefer getting the boys by order of the directors, instead of from a magistrate, if you could?—Yes. Although we have had many instances where those sent to us under warrant were just as good, and turned out as well, as those sent under the charity; and we have had some as bad boys under the charity as ever we had under the warrant.

Sheriff Davidson.—In what respect do you prefer the present warrant to the old warrant?—I have no objection to the warrant, but to the way in which the children were sent under the old warrant. Any one can send or bring a child now before a magistrate or two justices, but under the old system it was necessary that a police-officer should bring the child.

That is not the warrant, but the mode of procedure?—Yes.

V.—Particulars as to Hospitals, obtained in Answer to Circular of Questions addressed to the Treasurer or Clerk of each.

1.—GEORGE HERIOT'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....The children admitted must be sons of burgesses and freemen of the burgh, whose parents are not "wiell and sufficiently able to mainteyne thame." They undergo no entrance examination, farther than that they are expected to read fairly a sentence out of the Bible.

At what age admitted? At what age leaving?.....They are admitted *not before* 7 *or after* 10 *years* of age, and they leave at two periods of the year, February and August, after they have reached the age of 14.

Number and sex of pupils for whom founder provided? Number and sex of pupils actually in the house, 1868?.....The hospital was founded exclusively for *boys*. No precise number was fixed upon, and the number admitted has been increased from time to time till they reached 180, at which limit it has remained for many years; and that is the number at present (February 1868) in the house.

If there are any vacancies, state cause thereof?.....There are no vacancies at present, but if the change above referred to takes place, the number of 180 indoor inmates will be diminished eventually to 120.

Number of masters and mistresses and the subjects taught?.....The subjects taught are classics, arithmetic and mathematics, English, writing, French, drawing, vocal-music, dancing; and there are, besides the house-governor, 10 masters for teaching these branches, none of whom, with the exception of the house-governor and a junior English teacher, reside in the house. Courses of lectures are also delivered on scientific subjects.

What are the occupations of the majority of the boys after leaving the hospital? .....The large majority are tradesmen and shopkeepers. Out of 225, it appears that only 13 were writers.

Annual income of hospital?.....The *ordinary* revenue of the hospital, which is derived from feu-duties and rents,—and the *casual* revenue, which is derived from other sources, such as compositions on entries of vassals, etc., interest of moneys in bank, and other uncertain income, amount together to about £16,000 per annum. It may be interesting to mention that the original bequest by George Heriot, out of which this large annual income has eventually been produced, was under £24,000, *vide* History, p. 41.

Amount of bursaries for education, stating whether at college or elsewhere? The mode in which such bursaries are obtained?.....*House Bursaries.*—All boys of the hospital, at the termination of their period of residence there, who have shown an aptitude for higher learning, and become what are called "hopeful scholars," are awarded bursaries of £30 each, to be held for 4 years at the Edinburgh University. The number of house bursaries during session 1866, was 8. There were also 2 Blair bursaries of £28, 16s. each, and 1 Abercrombie bursary of £20. (These two last were founded by private individuals in favour of boys brought up in Heriot's Hospital.) *Out Bursaries.*—Besides the above, 10 bursaries of £20 each for 4 years in the same university, to 10 young deserving men, from any part of the country and unconnected with Heriot's Hospital. They are gained upon an examination of their acquaintance and knowledge of Latin and Greek. The number of out-door bursaries during 1866 was 10. The sum paid that year, as will be seen on reference to the Abstract of Accounts, No. II. p. 2, was £473, 16s.

Other pecuniary payment on or before leaving hospital?.....Every boy apprenticed to a master receives the sum of £50, divided in annual equal sums spread over the years of his indenture, and £5 at the end of his engagement, upon his good behaviour. The sum paid for apprentices' allowances last year was (see Abstract No. II. p. 2), £1383, 8s. 3d.

If there are any out-door schools connected with hospital, state the number thereof?.....There are 13 out-door schools, viz., 8 juvenile and 5 infants' schools, for the education of children of both sexes.

The number of pupils in each of such out-door schools, and the total number?..... The number in each varies according to circumstances. These are stated in detail, as well as the total number, in the document No. IV.

No. IV.—Monthly Return *of the Number of Pupils on the Roll and in Attendance at* George Heriot's Hospital Schools.

		No. Fixed.	On the Roll.	Average number Attending		No. Left.	Per cent. Absent
				Week-Day.	Sunday.		
DECEMBER 1867.	Heriot Bridge, . . .	318	325	283	...	4	11·
	Borthwick Close, . .	290	294	262	146	12	9·
	Old Assembly Close, . .	315	313	284	184	14	8·
	Cowgate Port, . . .	336	332	300	65	4	9·
	High School Yards, . .	336	323	293	51	9	9·
	Brown Square, . . .	255	256	225	...	4	12·
	Rose Street, . . .	326	334	314	135	17	8·
	Broughton, ...	270	270	235	15	16	12·
	INFANT SCHOOLS—						
	Old Assembly Close, .	213	217	180	...	25	12·
	High School Yards, . .	185	204	183	...	5	8·
	Rose Street, . . .	204	205	171	...	...	16·
	Broughton, . . .	160	167	149	...	...	9·
	Victoria Street, . .	180	195	176	...	7	8·
		3388	3435	3055	596	117	10·

The sum of money spent upon such out-door schools. The annual disbursements on account of the Hospital amount to upwards of £11,000, and the difference between such *outlay* and the *revenue* is the sum applicable to the erection and maintenance of the out-door schools.—(*a*) For salaries? (*b*) For maintenance of fabric? (*c*) For aid to pupils, if any?.....The sum expended upon these schools for salaries, maintenance, and every other expense connected with them, is stated in the Abstract of Accounts, No. II., at pages 6, 7, 8, 9, where the details of each school are distinctly narrated; the total amount last year (1866) being £4517, 0s. 5d.

2.—DONALDSON'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....Destitution. No entrance examination, but to ascertain if the child is intelligent.

At what age admitted?.....From six to nine, but generally nearer the latter age. Children of the names of Donaldson and Marshall have a preference.

At what age leaving?.....Fourteen.

Number and sex of pupils for whom founder provided ?.....Both boys and girls. Number for whom hospital built 300,—150 boys and 150 girls, one-third of the whole deaf and dumb.

Number and sex of pupils actually in the house, 1868 ?—

				Total.
Deaf and dumb boys	39,	hearing boys	82 =	121
Do. girls	32,	Do. girls	69 =	101
	71		151	222

If there are any vacancies, state cause thereof ?.....No vacancies, as governors cannot at present elect more from state of their funds.

Number of masters and mistresses, and the subjects taught ?.....For deaf and dumb, three male teachers, one female ; for hearing children, two male teachers, one female. There is also the house-governor, who gives religious instruction to hearing children.

What are the occupations of the majority of the boys after leaving the hospital ? .....Trades generally,—lithographers, printers, drapers, ironmongers, smiths, engineers, tailors, plumbers, etc.

Same as to girls ?.....Domestic servants, milliners, etc.,

Other pecuniary payment on or before leaving hospital ?.....Occasionally a small sum is given in aid of the children leaving the hospital. Each case is judged by itself.

3.—DANIEL STEWART'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination ?.....Poor boys of the name of Stewart, next in order to them poor boys of the name of Macfarlane, and after them poor boys in general of any other name, all residing within the city of Edinburgh, or suburbs thereof, including the town of Leith, and such boys may be either orphans, or the sons of parents one or both of whom are alive. All applicants for admission are examined by the House Governor and Education Committee, and none are admitted who have not received the elements of education, consistent with their age and the position of their friends.

At what age admitted ?.....Not below seven, nor above ten years of age.

At what age leaving ?.....Boys leave the hospital at the average age of fourteen years, and respectable situations are in almost all cases found for them by the governors.

Number and sex of pupils for whom founder provided ?.....Boys ; but no number fixed.

Number and sex of pupils actually in the house, 1868 ?.....Sixty-eight boys.

If there are any vacancies, state cause thereof ?.....No vacancies, as sleeping accommodation is fully occupied.

Number of masters and mistresses, and the subjects taught ?.....Six masters and one matron. Subjects taught—classics, English, writing, arithmetic, mathematics, French, drawing, singing, dancing, and gymnastics.

What are the occupations of the majority of the boys after leaving the hospital ? .....All different trades, including architects, clerks, engineers, etc., and any boy who possesses superior qualifications is assisted at college, but there is no definite rule on latter subject.

4.—GEORGE WATSON'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination ?.....Sons and grandsons of Members of the Merchant Company and others (for particulars see Statutes). All applicants for admission at the half-yearly elections are examined by the house-governor and the education committee, and no applicants are admitted at such election unless their parents or friends have given them a fair amount of elementary instruction suitable to their ages.

At what age admitted?.....Not below seven nor above ten years of age.

At what age leaving?.....Boys leave the hospital at the average age of fourteen, and respectable situations are in almost all cases found for them by the governors.

Number and sex of pupils for whom founder provided?.....Boys; but no number fixed.

Number and sex of pupils actually in the house, 1868?.....Eighty-three boys.

If there are any vacancies, state cause thereof?.....No vacancies, as sleeping accommodation is fully occupied.

Number of masters and mistresses, and the subjects taught?.....Ten masters and one matron. Subjects taught—classics, English, arithmetic, mathematics, French, drawing, writing, singing, dancing, and gymnastics.

What are the occupations of the majority of the boys after leaving the hospital? .....Clerks in banks, merchants, insurance, and other offices, architects, etc.

Amount of bursaries for education, stating whether at college or elsewhere? State present number of bursaries?.....None at present. Governors have power to grant £20 a year during the first four years of boys' attendance at college, and £17 during the remaining two years, making in all £114. Boys following a literary profession may also receive £10 a year for five years.

The mode in which such bursaries are obtained?.....By examination before a committee.

Other pecuniary payment on or before leaving hospital?.....£6, 6s. for clothes, and apprentice-fee of £50 during apprenticeship, and a farther bounty of £50 on attaining twenty-five years of age, and on certain conditions. In place of the apprentice fee of £50, boys may receive £25 in all to enable them to emigrate.

5.—CAUVIN'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....The boys to be admitted into the Institution must be "the sons of respectable, but poor teachers, the sons of poor, but honest farmers; whom failing, the sons of respectable master-printers or booksellers, and the sons of respectable servants in the agricultural line. There is no entrance examination—that is, no educational.

At what age admitted?.....Not less than six, and not more than eight.

At what age leaving?.....The boys are retained for six years.

Number and sex of pupils for whom founder provided?.....Boys only are admitted, and the number is as many as the funds are sufficient suitably to maintain and educate.

Number and sex of pupils actually in the house, 1868?.....Twenty-six at present, and this has been the number for many years.

If there are any vacancies, state cause thereof?.....Vacancies occur when the period for which each boy has been admitted expires.

Number of masters and mistresses, and the subjects taught?.....One master, and one matron: Latin, Greek, French, Mathematics, in addition to the ordinary branches of education, are taught.

What are the occupations of the majority of the boys after leaving the Hospital? .....Frequently teachers, but generally clerks in shops, etc.

Annual outlay of Hospital?.....The whole income is expended on the Hospital.

Proportion of such annual outlay devoted to educational purposes (exclusive of the maintenance and clothing of the pupils)?.....A separation cannot conveniently be made.

Proportion of such annual outlay devoted to maintenance and clothing?.....Same answer,—the boys are *well* fed and clothed.

Other pecuniary payment on or before leaving Hospital?.....Ten pounds to each boy on leaving the Hospital and being bound apprentice, or otherwise settled to the satisfaction of the governors.

6.—ORPHAN HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....Poverty, entire orphans, or fatherless children—No examination.

At what age admitted?.....Not under seven, nor above ten years of age.

At what age leaving .....About fourteen years of age.

Number and sex of pupils for whom founder provided?.....Males and females, according to funds.

Number and sex of pupils actually in the house, 1868?.....One hundred and sixteen boys and girls.

If there are any vacancies, state cause thereof?.....House could accommodate a few more if funds allowed.

Number of masters and mistresses, and the subjects taught?.....Master and assistant and two females,—English education, but no classics.

What are the occupations of the majority of the boys after leaving the Hospital? .....Tradesmen, domestic servants, etc.

Same as to girls?.....Female servants.

Other pecuniary payment on or before leaving hospital?.....Children after leaving the hospital, receive small premiums for good conduct.

7.—MERCHANT MAIDEN HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....Daughters and granddaughters of merchants and guild brethren of Edinburgh, and presentees by patrons (for particulars of which see Statutes).

At what age admitted?.....Not under 7, and not above 11 years of age.

At what age leaving?.....Average 16 years.

Number and sex of pupils for whom founder provided?.....Girls—but no number fixed.

Number and sex of pupils actually in the house, 1868?.....Seventy-five girls.

If there are any vacancies, state cause thereof?.....Hospital full, so far as funds will admit.

Number of masters and mistresses, and the subjects taught?.....Five female teachers, and matron. Nine male teachers. Subjects taught—English, music, singing, writing, arithmetic, German, drawing, dancing, and calisthenics.

Same as to girls?.....Governesses, Milliners, etc.

8.—TRADES' MAIDEN HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....Daughters and grand-daughters of members of the fourteen incorporated trades; there are several private presentations without restriction. No entrance examination.

At what age admitted?.....At 7.

At what age leaving?.....At 17.

Number and sex of pupils for whom founder provided?.....Females. No number provided for.

Number and sex of pupils actually in the house, 1868?.....Forty-eight.

If there are any vacancies, state cause thereof?.....No vacancies.

Number of masters and mistresses, and the subjects taught?.....Two English masters, 1 writing and arithmetic, 1 French master, 1 drawing master, 1 music, 1 vocal music, 1 dancing mistress, 1 mistress to teach sewing, 1 matron, 2 governesses.

Same as to girls?.....Majority become governesses, and some dressmakers.

Other pecuniary payment on or before leaving hospital?.....£5, 11s. to each girl on leaving.

9.—JAMES GILLESPIE'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....Poverty, but no entrance examination.

If there are any out-door schools connected with hospital, state the number thereof?.....One.

The number of pupils in each of such out-door schools, and the total number?.....About 200 boys.

The sum of money spent upon such out-door schools—(*a*) For Salaries?..... £160, 1s. 1d.; (*b*) For maintenance of fabric?.....£6, 10s. 11d.; (*c*) For aid to pupils, if any?.....No money, but some of the boys get cast-off clothes from George Watson's and Daniel Stewart's Hospitals.

The Head Teacher has also an allowance of £60 per annum as Chaplain to Gillespie's Hospital.

10.—ROBERT GORDON'S HOSPITAL.

Grounds of eligibility for admission, and particularly whether there is any entrance examination?.....As to grounds of eligibility it is provided, p. 70 of the Book of Regulations and Statutes, "Boys of the sirname of GORDON in the first place, and of MENZIES in the second place, and boys of any other sirname who are my relations, in the third place, to be preferred to all others, but all of them being still sons and grandsons of burghers of guild of the said burgh of Aberdeen; and then such boys as are sons or grandsons of any other persons, who are, or have been, burghers of guild, and actual indwellers within the said burgh of Aberdeen, who are indigent and not able to maintain themselves: AND IN CASE it shall happen that there be not so many boys of the sirname of GORDON or MENZIES, or boys of any other sirname that are my relations, or any other boys who are sons or grandsons of burghers of guild of the said burgh of Aberdeen, as the said Hospital can contain; THEN, AND IN THAT CASE, I appoint and ordain the saids Patrons and Governors, to elect and choose so many boys of the sons or grandsons of tradesmen of the said burgh of Aberdeen, being freemen and burgesses thereof; and failing these, so many boys as have been born and educated in the said burgh, and are the sons or grandsons of persons who are or have been residenters in the said burgh of Aberdeen, who are indigent and cannot maintain themselves, as the said Hospital and revenue thereof can conveniently contain and admit of, with preference always to these of the name of GORDON and MENZIES, and my own relations above-mentioned, in case of receiving any of the sons or grandsons of tradesmen or residenters, in virtue of the foresaid article: RESERVING always to the Patrons of the particular patronage after-specified, their right and privilege of presenting boys in the terms of the following rules." Before admission the boys are subjected to a preliminary examination. This examination is conducted with a view to ascertain whether the boy can read a plain portion of Scripture, write his own name legibly, and work some questions in the simpler rules of arithmetic. These tests are not, however, rigidly adhered to, cases having occurred where boys have failed in one or other of them, and yet been admitted.

At what age admitted?.....At admission boys must not be under 9, nor above 11 years of age.

At what age leaving?.....Boys are not allowed to remain in the hospital beyond the age of 15, except in very rare cases.

Number and sex of pupils for whom founder provided?.....No specified number. The number was to be regulated by the funds, and the inmates to be all males.

Number and sex of pupils actually in the house, 1868?.....One hundred and sixty-two presently in the house, all of whom are males. The Governors' proportion of this number is 124, and the Collyhill's Trustees, an additional endowment, particulars of which are contained in the Book of Regulations, 38.

If there are any vacancies, state cause thereof?.....There are no vacancies at present.

Number of masters and mistresses, and the subjects taught?.....There are seven masters, who instruct the boys in the following subjects:—viz., English (reading, spelling, grammar, composition, etc.), arithmetic in all its parts, book-keeping, mathematics, natural philosophy, chemistry, writing, geography, Latin, French, drawing, music, catechism, and the principles of the Christian religion. They are also taught dancing and drill exercises, and for each of these branches they have a separate master.

What are the occupations of the majority of the boys after leaving the hospital? .....Boys after leaving the hospital become employed in almost every trade and profession, and it would be very difficult to state exactly what occupation the majority of them follow. Numbers are employed as tradesmen; others, and this class has been rapidly increasing of late, become apprenticed as clerks in respectable offices, large mercantile houses, railways, etc.; some become shopkeepers; not a few, though not so many as formerly, become seamen; and one or two follow the learned professions.

State present number of bursars?.....There are four boys attend the mathematical and natural philosophy classes at college annually, but they do not compete for bursaries. There are no bursaries for education in connexion with the hospital.

Other pecuniary payment on or before leaving hospital?.....Each boy after leaving the hospital and becoming apprenticed to some trade or profession is entitled, on the expiry of the first year thereof, to five pounds from the hospital funds; and on completion of the whole period thereof to the satisfaction of his employer, he is entitled to other five pounds.

ASSISTANT COMMISSIONERS' REPORT.

VOL. I.—GENERAL REPORT.

REFORM CLUB
PALL MALL

CONTENTS OF ASSISTANT-COMMISSIONERS' REPORT.

INTRODUCTORY.

PAGES

General Division of Middle-Class Schools—Method of Investigation—Statistical Result of Quantity of Instruction—Statistical Result of Quality of Instruction—Table of Particulars, ... lxix-lxxviii

CHAPTER I.

HISTORICAL SKETCH OF GRAMMAR SCHOOLS OR PUBLIC SCHOOLS IN BURGHS.

Period before the beginning of the Sixteenth Century—General Narrative—Period after the beginning of the Sixteenth Century—Superintendence of the Church—Patronage of the Town-Councils—School Directories—Salaries and Fees—Masters—Scholars—Subjects of Instruction, . . 1-38

CHAPTER II.

CONSTITUTION AND MANAGEMENT OF BURGH AND MIDDLE-CLASS SCHOOLS.

Management by Town-Councils—By a Mixed Directorate—By Trustees—Arguments for and against each System—Opinions of Teachers and others—Tenure of Teachers' Office, ... 39-49

CHAPTER III.

SCHOOL BUILDINGS.

Examples of different Classes of Buildings—Playgrounds—Libraries—Maintenance and Repair of Buildings—Accommodation—Conclusion, ... 50-58

CHAPTER IV.

FINANCE.

Endowments of School under Trustees—Of Academies—Of Burgh Schools—Their Inadequacy—Annual Grants—For Salaries and General School Purposes—Amount—Bursaries—Tenable at School—Tenable at College—Fees for Ele-

PAGES

mentary Branches—Difficulty of estimating Cost of Education—Emoluments of Masters—Conclusion, . 59-76

CHAPTER V.

TEACHERS AND SCHOLARS.

Previous Training of Teachers—Relation of Teachers to Scholars—Ages of Scholars in Public and in Private Schools—Influence of Mixed Schools of Boys and Girls—Education of Girls—School Hours and Holidays—Physical Education and Recreation—Results, ... 77-90

CHAPTER VI.

ORGANIZATION.

Organization of Schools—Three Forms of School Government—Arguments for and against them—Opinions on the Subject—Head Masters with supreme power preferred—Organization of Classes—Classes arranged on Three Principles—Advantages and Disadvantages of each—A fixed Curriculum in each Subject preferred—Promotion from Class to Class—Proficiency or Routine—Proficiency preferred—Results, . 91-108

CHAPTER VII.

SUBJECTS AND METHOD OF INSTRUCTION.

Quantity of Instruction in Schools examined—Subjects appreciated by Parents—Quality of Instruction in Classics—English—Modern Languages—Mathematics and Arithmetic—Other Branches—Is the Education sound?—Test of Competitive Examinations at Universities, and Civil, Military, and East Indian Services not applicable—Education sound, so far as it goes—Results, ... 109-130

CHAPTER VIII.

EXAMINATIONS AND SCHOOL COURSE.

Complimentary Examinations—Local Examination Scheme—Appointment of Examiners—Opinions of Teachers and others upon this Subject—Two Examiners sufficient—Suggested School Course—District Schools supplementary to Elementary Schools—Hospital and other Funds mortified for Educational purposes—Results, . . . 131-148

CHAPTER IX.

RELATION OF THE BURGH AND MIDDLE-CLASS SCHOOLS TO THE UNIVERSITIES.

PAGES

Interference of Universities with Schools—Opinions—Class of Students who come to the Universities—Schools from which they come—Age at which they come—Work of Junior Classes—Entrance Examination for all under seventeen years of age—Relation of Universities to Schools—Professors should be placed on Boards of Management—Graduation of Teachers—Establishment of Bursaries—Results, ... 149-171

CHAPTER X.

PRIVATE SCHOOLS.

Day Schools—Elementary—Advanced—Boarding Schools—Buildings—Playgrounds—Cost of Education—Scholars' Physical Training—Games—Gymnastics—Moral and Religious Training—Attainments of Scholars—Conclusion, . 172-181

APPENDIX.

A.—Answers to Questions relating to Burgh and Middle-Class Schools, ... 185-224

B.—Memorial for the Assistant-Commissioners for the Opinion of Counsel, ... 225-229

C.—Results of the Edinburgh University Local Examinations for 1865-66 and 67, ... 230-234

D.—Professions or Occupations of the Fathers of 882 of the Students in the Latin, Greek, and Mathematical Classes in the Universities of Edinburgh, Glasgow, and St. Andrews, etc., ... 235-247

E.—Statistical Tables.—Public Schools in Burghs, . . 248-258
„ „ not in Burghs, . 259-260
Private Schools, . . . 261
General Abstract, . . . 262-264

F.—Instructions to Assistant-Commissioners, and Forms of Questions and Schedules sent to Teachers and others, 265-271

EDINBURGH, *December* 14, 1867.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,—

WE had the honour to be appointed Assistant-Commissioners in August 1866 to inquire into the State of Education in the Burgh and Middle-Class Schools in Scotland. The period to be given to the inquiry was limited to five months, and we were instructed to report upon the 15th of April 1867. We were further instructed to 'confine our attention to schools which are 'either devoted exclusively to the education of boys, or in which 'both boys and girls are educated, omitting those exclusively de-'voted to the instruction of girls;' and to commence by examining some of the Burgh schools, other than those of Aberdeen, Ayr, Dumfries, Edinburgh, Glasgow, Hamilton, Inverness, Perth, and Stirling, as those nine schools had been examined by Mr. Fearon, one of the Assistant-Commissioners to the Schools Inquiry Commission in England.

On March 5th, 1867, the scope of our inquiries was extended, in order to afford time to examine—(1.) The nine schools above mentioned; (2.) Some of the more important schools not included in our original instructions; and (3.) A selected number of Private schools, which were to be taken as specimens of the education given in that class of schools.

In accordance with these instructions, we commenced our preliminary inquiries on the 20th of October 1866, our examination of the schools on the 13th of November, and have carried on the investigation with little intermission, except for six weeks in summer, till the present time. All the larger and more important schools we visited together, and divided the work according to departments or classes, so that every class or every department in every school should be examined. The less important schools we visited separately. In reporting the result of the investigation, we have thought it well to give (in addition to the General Report) a special account of each school, as the difference in the several schools, and often in the several departments, is

so great, that a general Report alone would give no true indication of the quality of the schools, and afford no standard of comparison between the different kinds of schools.

The General Report is divided into two parts. The first (containing Chapters I., II., III., IV.) gives an account of the *external* condition of the schools, viz., a history of the Burgh Schools, their constitution and management, their buildings, and their finance. The second (containing Chapters V., VI., VII.) gives an account of the *internal* condition of the schools, viz. the Teachers and Scholars, the organization of the Schools, and the subjects of instruction. The Eighth Chapter is entitled Examinations and School course; the Ninth is upon the Relation of the Schools to the Universities; and the Tenth is upon Private Schools. The special reports upon the Public schools are given chronologically, in the order in which the schools were visited. Three of the reports upon Private schools are given in full, with the names attached, as two of them stand by themselves among the Private schools in Scotland, and the third is partly Private and partly Endowed. The rest of the Private schools visited are numbered. All the special reports are divided into two parts, and follow the same sectional divisions as the first six chapters in the General Report. The chapters upon the external condition of the schools and that upon Private schools are furnished by Mr. Harvey. The Introductory Chapter, those on the internal condition of the schools, Examinations and School course, and the Relation of the Schools to the Universities, by Mr. Sellar. The Special Reports are signed by one Assistant-Commissioner or the other, and were prepared and written in accordance with the signature. In the reports upon the more important schools, the result of the examinations of the several departments was furnished to the writer of the report by the examiner of the department, and embodied into the Report; in the case of the smaller schools, the report was written in full by the examiner.

We have the honour to be,

My Lord Duke, my Lords and Gentlemen,

Your most obedient Servants,

THOMAS HARVEY.

A. C. SELLAR.

INTRODUCTORY.

General Division of Middle-Class Schools—Method of Investigation—Statistical Result of Quantity of Instruction—Statistical Result of Quality of Instruction—Table of Particulars.

§ 1. EDUCATION is furnished to the middle classes in *Scotland*—by which term here and throughout this Report we mean those classes which socially are between the landed aristocracy and the wealthy professional and commercial classes on the one hand, and the labouring classes, on the other—by four distinct kinds of schools—(1.) Burgh Schools; (2.) Academies or Colleges in Burghs; (3.) Colleges or Institutions not in Burghs; and (4.) Private Schools, either in Burghs or not in Burghs.

Middle-Class education furnished by four kinds of schools.

The leading characteristic of a Burgh school is that it is subject to the regulation and control of the authorities of the burgh as such, and under that regulation it is open to the community. For the manner in which these schools have grown up, we refer to a subsequent chapter upon the history of Burgh schools. It is sufficient to state here that these schools are under the patronage of the Town-Councils of the various burghs, and professedly afford education to the sons and daughters of *burgesses* throughout the whole of Scotland. The second class of schools, for the most part, are partly Proprietary, partly Public. They have generally been set on foot to supplement the education given in the Burgh schools, where such education has been found defective or inadequate, or in burghs where no Burgh school existed. They are the result of voluntary effort, and have been established by subscriptions raised by members of the community, and they are managed by a body of directors selected from the subscribers. In some cases they are founded, and exist in opposition to the Burgh school; in others they have partially amalgamated with the Burgh school, the Magistrates and Town-Council being subscribers in their corporate capacity, and

Burgh Schools.

Academies and schools, partly proprietary, partly public.

retaining the whole, or a portion, of the patronage and direction; in other cases they have entirely absorbed the Burgh school in themselves. The third class of schools are chiefly the result of local endowment. Dollar Institution, and the Ewart Institute at Newton-Stewart, are the best illustrations of this class of schools. The fourth class are simply private property and adventure. On these four kinds of schools, supplemented in some places by the Parochial schools, the middle classes of Scotland are dependent for their education. In the following pages we divide these four into three general classes; viz.,—(1.) Public Schools in Burghs; (2.) Public Institutions and Colleges not in Burghs; (3.) Private Schools; in order to exhibit the general statistical results of our inquiry.[1]

Endowed institutions.

Private schools.

Schools divided into three general classes.

1. Public Schools in Burghs.

2. Public Institutions not in Burghs.

3. Private Schools.

There are fourteen districts of Parliamentary burghs in Scotland, containing sixty-nine burgh towns. In addition to this number there are the larger Parliamentary burghs of Aberdeen, Dundee, Edinburgh, Glasgow, Greenock, Paisley, and Perth, which are not included in any district of burghs; and there are three Royal burghs, Peebles, Rothesay, and Selkirk, which, till 1832, had a Parliamentary representation, but were then disfranchised. This makes in all seventy-nine burghs, Parliamentary and Royal. In each of these burghs, excepting Kinghorn, Oban, and Portobello, there are schools known by different designations, Burgh, Parochial, Grammar or Academy, or occasionally two of these designations, and affording an education—(1.) purely elementary; or (2.) mixed elementary and secondary; or (3.) definitely higher than elementary. The smaller burghs, such as Anstruther, Crail, Kilrenny, and the like, contain schools of the first class, and these we did not visit, as such schools were examined either individually or by specimen in the inquiry into the Elementary schools. The great majority of schools in the larger burghs belong to the second class, and in two burghs, viz., Aberdeen and Edinburgh, there are schools belonging to the third class.

Method of tion.

§ 2. The method of investigation adopted was as follows:—

In October 1866 we commenced the inquiry by sending out circulars to the town-clerks in all the seventy-nine burghs, requesting answers to questions contained in the schedules addressed to them. By these returns we found that in 76 burghs (excluding Kinghorn,

[1] For the details of the statistical inquiry, we refer to the tables which have been prepared, and will be found at the end of this chapter.

Oban, and Portobello) there are 82 schools, viz., 32 Burgh, 9 Burgh and Parochial, 18 Parochial, and 23 Academies or Grammar, and there are forty burghs in which there are no Burgh schools properly so called, the want of such schools being filled up by Parochial or other schools or academies. We then sent out circulars to the rectors or head-masters in the several schools, requesting information as to the number of scholars attending their schools, the number of masters, and a list of the books in use in the schools. We were furnished with this information in a partially completed state by the 13th of November, when we determined to commence our inquiries in the north. From Wick, in reply to letters of inquiry, we learned that the school instruction there was elementary, and that there was no demand for secondary education. Tain is the most northern burgh in which the higher branches are taught to any extent.[1] We commenced our examinations in that town, and visited the Academy on the 13th of November 1866, and continued, with little intermission until we had visited all the public Middle-class schools in Scotland, and such of the selected Private schools as were willing to receive us.

Statistical results of investigation into schools in burghs.

§ 3. In the burghs, as we have said, we found that there were at least eighty-two public schools of one kind or another. Of these schools we got statistical and other returns from fifty-four, and personally examined forty-three. From the following twenty-eight we got no return:—

*Anstruther Easter.	Fortrose.	Lochmaben.
*Anstruther Wester.	*Glasgow.	Nairn.
Bervie.	Inveraray.	*New Galloway.
*Crail.	Inverkeithing.	*Pittenweem.
Cromarty.	*Inverury.	Queensferry.
Cullen.	Jedburgh.	Rutherglen.
Culross.	*Kilrenny.	Sanquhar.
Dingwall.	*Kintore.	Whithorn.
*Dornoch.	Lauder.	Wick.
Dysart.		

Of the above twenty-eight, the ten marked with an asterisk had been visited in the former Inquiry, and the remainder contain either no Burgh schools, or only such as are upon a level with the Parochial or other Elementary schools.

As Glasgow High School was visited and examined on behalf of the Commission in 1865, it has not been included in the following return.

[1] In the Grammar School in Kirkwall, in Orkney, there are 29 scholars in Latin, 4 in Greek, 10 in French, and 12 in mathematics. We got returns from this school, and have given a special report upon it, but we did not visit it.

Of the fifty-four schools from which we got returns, the following twenty-six were designated by the town-clerks as *Burgh* schools:—

Annan (Academy).	Forfar.	Musselburgh.
Banff.	Forres.	Peebles.
Burntisland.	Haddington.	Perth.
Dumbarton.	Kirkcaldy.	Port-Glasgow.
Dumfries.	Kirkcudbright.	Renfrew (Burgh).
Dunbar.	Kirkwall.	Do. (Grammar).
Dunfermline.	Lanark.	Selkirk.
Edinburgh (High).	Linlithgow.	Stirling.
Elgin.	Montrose.	

Of these we examined twenty-one, and those not examined were Annan, Kirkwall, Dunbar, Peebles, and Selkirk. The three last are under inspection, and we have given the last reports of H.M. Inspectors of Schools upon them.

The following six,—Brechin, Campbeltown, Hamilton, Annan (one), Wigtown, and Arbroath,—were returned as *Burgh and Parochial.* We examined the three first named, and have given H.M. Inspector's report upon the last.

Falkirk and Rothesay, both of which we examined, were returned as *Parochial.*

Of the remaining twenty, as undernoted, eighteen were returned as *Academies or Grammar schools*, one as a Madras school, and one as a Madras college:—

Aberdeen, New.	Edinburgh (Academy).	North Berwick.
Aberdeen, Old.	Glasgow.	Paisley.
Airdrie.	Greenock.	Peterhead.
Arbroath (High).	Inverness.	St. Andrews.
Ayr.	Irvine.	Stranraer.
Cupar.	Kilmarnock.	Tain.
Dundee.	Leith.	

Of the preceding we examined seventeen. Those not examined being Irvine, Peterhead, and Stranraer.

In the 43 Public schools in burghs which we examined, we found 10,764 scholars on the roll (or an average of 250 scholars to each school), of whom 7620 were boys and 3144 were girls. In the eleven schools of this class, and the out-school under the patronage of the Town-Council in Cupar, from which we got returns, but did not examine, there were 2098 scholars, of whom 1402 were boys and 696 girls.

Statistical result of investigation into schools *not* in burghs.

These schools, as we have said, do not exhaust the Middle-class schools in Scotland. In addition to them we found four important public institutions in the country; viz.,—(1.) Dollar Institution;

(2.) Milne's Institution at Fochabers; (3.) the Ewart Institute at Newton-Stewart; and (4.) Trinity College, Glenalmond. We received returns from these four schools, and visited them all. We examined only the three first. Though full information was afforded us by the Warden of Trinity College upon the general condition of that Institution, and every facility offered to enable us to make ourselves acquainted with the internal economy of the school, we were not permitted to examine the scholars.[1] In the three first schools there were 1122, of whom 639 were boys and 483 girls. In Trinity College there were 95 boys. Besides these Public schools a considerable portion of the middle-class population are educated at Private schools, which are either exclusively boarding schools or mixed boarding and day-schools, or exclusively day-schools. Merchiston Castle School may be regarded as a fair specimen of the first class, the Gymnasium at Aberdeen as a specimen of the second, and the Edinburgh Institution as a specimen of the third. We examined eleven schools of this nature, containing 1067 scholars. These were all boys, as we have no returns of the attendance of girls at private schools. Taking all the schools together, we have got returns from 69, containing 15,146 scholars, and of these we have examined 57, containing 12,953 or an average of 227 scholars per school.

Statistical result of investigation into Private schools.

Statistical result of investigation into all the schools together.

Such is the general statistical result of the inquiry into the Middle-class schools in Scotland. But it must be borne in mind that 15,146 scholars do not represent the whole number of scholars of the middle class in Scotland. Many boys and girls of this class are educated out of Scotland: the vast majority of girls of this class are educated at schools which, as being devoted exclusively to the instruction of girls, did not come under the scope of our inquiries, and there is also a considerable portion of both boys and girls who are educated at Private schools. But, allowing a wide margin for these numbers of the middle classes, the schools from which we have got returns, and which we have examined, may be considered to supply instruction to more than two-thirds of the middle-class population in this country.

§ 4. So much for the quantity of the instruction given. In regard to the quality of the work performed, we have prepared the

Quality of instruction.

[1] *Cf.* correspondence between the Secretary of the Commission and the Rev. the Warden.

following table, which shows the estimate which we formed of it in the different departments of the Public and Private schools examined. These departments are Classical, Modern Language, English, and Mathematical, including Arithmetic,—210 in all—and the estimate is as follows:—

ESTIMATE OF QUALITY OF INSTRUCTION in 210 DEPARTMENTS OF SCHOOLS EXAMINED.

QUALITY.	CLASSICS.	MODERN LANGUAGES.	ENGLISH.	MATHEMATICS.	TOTAL 4 DEPTS.
Good, ...	16	5	8	15	44
Fair, ...	14	13	23	14	64
Indifferent, . .	17	20	18	17	72
Bad, ...	8	11	5	6	30
TOTAL,	55	49	54	52	210

In each of the four divisions there will be about the following percentage:—

QUALITY.	CLASSICS.	MODERN LANGUAGES.	ENGLISH.	MATHEMATICS.	TOTAL.
Good, ...	29·	10·	15·	29·	21·
Fair, ...	25·	27·	43·	27·	31·
Indifferent, . .	31·	41·	33·	33·	34·
Bad, ...	15·	22·	9·	11·	14·

From the above it will be seen, that of Good and Fair together, there are, in Classics 54; in English 58; in Mathematics 56; and in Modern Language only 37 per cent.

Estimate must be taken as an approximation.

This estimate must be taken only as an approximation to the true condition of the work done in the schools. In the preparation of it we have taken into consideration the teaching, the numbers learning the different subjects in each department, the amount of progress made, the amount of intelligence and knowledge of the subject displayed in examination, and the comparative ages of the scholars. All these considerations have weighed with us in arriving at a standard of what Middle-class education should be, and we have applied it in each case. In some instances, one or two of the

elements are present, and the others absent. There may be excellent teaching, for instance, in one subject, but very few scholars. In such a case, our estimate would not rise above fair. Or, there may be large classes, and considerable knowledge, counteracted by want of discipline and indifferent teaching. Our estimate, in such a case, would again be brought down from the highest standard. We mention these circumstances, because it would be unjust to the teachers if this estimate were supposed to apply to the teaching only. As a rule, the teachers in the schools examined appeared to us to be worthy of all praise for their successful exertions in the face of very great difficulties. The chief of these are, want of due social recognition, want of adequate remuneration, and, consequently, want of influence in Scotland. These are general drawbacks to the profession of a teacher in this country, which we may hope soon to see modified. But there are other obstacles to successful teaching as now pursued, which the utilitarian spirit of the day, and a growing belief in material prosperity, are likely to increase rather than diminish; and these are a widespread distrust in what are considered the higher branches of education, a tendency to shorten the period of school life, in order that professional life may commence as soon as possible, the interference of parents in some cases, and the inadequate preparation of their children. Other matters might be mentioned, such as deficient organization in the schools and want of systematic examinations, but they will be discussed hereafter. Those that are here noticed are sufficient to indicate that, if this estimate should appear to be set lower than was anticipated, we would wish to exonerate the teachers from blame, and give them full credit for their work.

In conclusion, we would take this opportunity of stating, that we were received with courtesy and kindness by all with whom we came in contact, and that every facility was afforded us for carrying on our inquiries by the Professors in the different Universities, by the town-clerks in the different burghs, by managers of all schools, both public and private, by the teachers, and by the scholars.[1]

[1] We would here take occasion to mention our obligations to Mr. Walter Dingwall, who acted as Mr. Sellar's clerk, and to Mr. Robert Fairley, who acted as Mr. Harvey's; but more especially to Mr. Dingwall, who has been engaged during the whole period of the inquiry, and whose services we have found most valuable.

TABLE OF PARTICULARS OF PUBLIC SCHOOLS IN BURGHS, OF PUBLIC SCHOOLS NOT IN BURGHS, AND OF PRIVATE SCHOOLS.

I. PUBLIC SCHOOLS IN BURGHS.

PARL. BURGHS AND 3 ROYAL.			BURGH AND MIDDLE-CLASS PUBLIC SCHOOLS WITHIN BURGHS.																						
DISTRICT.	No.	NAMES.	Total Numbers.			DESIGNATIONS.	Not a Burgh School, per Town-Clerk.	DESCRIPTION.												SCHOLARS ON ROLL.					
								Burgh.			Burgh and Parochial.			Parochial.			Academies and Grammar and Madras College.			In Examined Schools.			In Schools not Examined.		
			Sched.	Exd.	Neither.			No.	Sch.	Exd	No.	Sch.	Exd	No.	Sch.	Ex	No.	Sch.	Exd	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Aberdeen,	1	Aberdeen,	1	1	..	New Grammar,	1	..	..	..	..	..	..	..	..	..	1	1	1	272	..	272	..	..	..
			1	1	..	Old Grammar,	..	..	..	..	..	..	.	..	..	..	1	1	1	47	..	47	..	..	..
Ayr,	2	Ayr,	1	1	..	Academy,	1	..	..	..	..	..	..	..	..	..	1	1	1	280	125	405	..	..	..
	3	Campbeltown,	1	1	..	Burgh and Parochial,	..	..	..	..	1	1	1	..	..	..	..	..	..	52	34	86	..	..	..
	4	—— Inveraray,	..	..	1	—— Burgh Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	5	Irvine,	1	..	..	Academy,	1	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	127	33	160
	6	—— Oban,	..	..	0	.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dumfries,	7	Annan,	1	..	..	Parish and Burgh,	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	131	34	165
			1	..	..	Academy,	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	88	47	135
	8	Dumfries,	1	1	..	Academy,	..	1	1	1	..	..	..	..	..	..	..	..	..	139	91	230	..	..	..
	9	Kirkcudbright,	1	1	..	Academy,	..	1	1	1	..	..	..	..	..	..	..	..	..	72	65	137	..	..	..
	10	—— Lochmaben,	..	..	1	—— Parish,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	11	—— Sanquhar,	..	..	1	—— Parish,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
Dundee,	12	Dundee,	1	1	..	High,	..	..	..	..	..	..	..	..	..	..	1	1	1	528	274	802	..	..	..
Edinburgh,	13	Edinburgh,	1	1	..	High,	..	1	1	1	..	..	..	..	..	..	..	..	..	376	..	376	..	..	..
			1	1	..	Academy,	..	..	..	..	..	..	..	..	..	..	1	1	1	377	..	377	..	..	..
Elgin,	14	Banff,	1	1	..	Grammar,	..	1	1	1	..	..	..	..	..	..	..	..	..	134	2	136	..	..	..
	15	—— Cullen,	..	..	1	—— Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	16	Elgin,	1	1	..	Academy,	..	1	1	1	..	..	..	..	..	..	..	..	..	116	21	137	..	..	..
	17	—— Inverury,	..	..	1	—— Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	18	—— Kintore,	..	..	1	—— Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	19	Peterhead,	1	..	..	Academy,	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Falkirk,	20	Airdrie,	1	1	..	Academy,	1	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	125	1	126
	21	Falkirk,	1	1	..	Parish or Grammar,	1	..	..	..	..	..	..	1	1	1	1	1	1	197	145	342	..	..	..
	22	Hamilton,	1	1	..	Academy,	..	..	..	..	1	1	1	..	..	..	..	..	..	158	122	280	..	..	..
	23	Lanark,	1	1	..	Burgh,	..	1	1	1	..	..	..	..	..	..	..	..	..	154	132	286	..	..	..
	24	Linlithgow,	1	1	..	Burgh Grammar,	..	1	1	1	..	..	..	..	..	..	..	..	..	116	..	116	..	..	..
Glasgow,	25	Glasgow,	..	..	1	—— High. See *Abst.*,	..	1	..	..	..	..	..	..	..	..	..	..	..	45	25	70	..	..	..
			1	1	..	Academy,	..	..	..	..	..	..	..	..	..	..	1	1	1	710	..	710	..	..	..
Greenock,	26	Greenock,	1	1	..	Academy,	..	..	..	..	..	..	..	..	..	..	1	1	1	204	130	334	..	..	..
Haddington,	27	Dunbar,	1	..	..	Burgh,	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	77	65	142
	28	Haddington,	1	1	..	Burgh,	..	1	1	1	..	..	..	..	..	..	..	..	..	10	14	24	..	..	..
	29	—— Jedburgh,	..	..	1	—— Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	30	—— Lauder,	..	..	1	—— Parochial,	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..
	31	North Berwick,	1	1	..	.....	1	..	..	..	..	..	..	..	..	..	1	1	1	35	10	45	..	..	..
Inverness,	32	Forres,	1	1	..	Academy,	..	1	1	1	..	..	..	..	..	..	..	..	..	137	21	158	..	..	..
	33	—— Fortrose,	..	..	1	—— Academy,	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..
	34	Inverness,	1	1	..	Royal Academy,	1	..	..	..	..	..	..	..	..	..	1	1	1	113	102	215	..	..	..

	35	—— Nairn,. . .	..	..	1	—— Academy, . . .	1	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Kilmarnock,	36	Dumbarton, . .	1	1	..	Burgh Academy, . .	..	1	1	1	..	..	..	..	..	..	..	..	..	..	114	57	171	..	..	..	..	..	..	..	..	..
	37	Kilmarnock, . .	1	1	..	Academy, ...	1	..	..	..	..	..	..	..	..	..	1	1	1	190	50	240	..	..	..	..	..	..	..	..	..	..
	38	Port-Glasgow, . .	1	1	..	Burgh, ...	..	1	1	1	..	..	..	..	..	..	..	..	..	24	25	49	..	..	..	..	..	..	..	..	..	..
	39	Renfrew, . . {	1	1	..	Burgh, ...	..	1	1	1	..	..	..	..	..	..	..	..	..	137	69	206	..	..	..	..	..	..	..	..	..	..
			1	1	..	Grammar, etc., . .	..	1	1	1	..	..	..	..	..	..	..	..	..	108	82	190	..	..	..	..	..	..	..	..	..	..
	40	—— Rutherglen, . .	..	..	1	—— Burgh, ...	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kirkcaldy,	41	Burntisland, . .	1	1	..	Burgh, ...	..	1	1	1	..	..	..	..	..	..	..	..	..	112	61	173	..	..	..	..	..	..	..	..	..	..
	42	—— Dysart, . .	..	..	1	—— Burgh, ...	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	43	—— Kinghorn, . .	..	..	0	.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	44	Kirkcaldy, . . .	1	1	..	Burgh, ...	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Leith, . .	45	Leith, ...	1	1	..	High, ...	1	..	..	..	..	..	..	..	..	..	..	..	..	173	78	251	..	..	..	..	..	..	..	..	..	..
	46	Musselburgh, . .	1	1	..	Grammar, ...	..	1	1	1	..	..	..	..	..	..	1	1	1	117	81	198	..	..	..	..	..	..	..	..	..	..
	47	—— Portobello, . .	..	..	0	.....	1	..	..	..	..	..	..	..	..	..	..	..	..	65	..	65	..	..	..	..	..	..	..	..	..	..
Montrose, .	48	Arbroath, . . {	1	1	..	High, ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
			1	..	..	Parochial or Burgh, .	..	..	..	..	1	1	..	..	..	..	1	1	1	196	131	327	..	..	..	..	..	..	..	..	..	..
	49	—— Bervie, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	188	161	349	..	..	..	..	..	..	..
	50	Brechin, ...	1	1	..	Burgh, Par., and Gram.,	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	51	Forfar, ...	1	1	..	Burgh, ...	..	1	1	1	1	1	1	..	..	..	..	..	..	207	30	237	..	..	..	..	..	..	..	..	..	..
	52	Montrose, . . .	1	1	..	Academy, ...	..	1	1	1	..	..	..	..	..	..	..	..	..	107	84	191	..	..	..	..	..	..	..	..	..	..
Paisley, .	53	Paisley, ...	1	1	..	Grammar and Acad., .	..	..	..	..	..	..	..	..	..	..	..	..	..	160	110	270	..	..	..	..	..	..	..	..	..	..
Perth, . .	54	Perth, ...	1	1	..	Academy, ...	..	1	1	1	..	..	..	..	..	..	1	1	1	159	112	271	..	..	..	..	..	..	..	..	..	..
St. Andrews,	55	—— Anstruther, E.	..	..	1	—— Burgh, ...	..	1	..	..	..	..	..	..	..	..	..	..	..	200	155	355	..	..	..	..	..	..	..	..	..	..
	56	—— Anstruther, W.	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	57	—— Crail, . . .	..	..	1	—— Burgh and Par., .	1	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	58	Cupar, ...	1	1	..	Madras Academy, . .	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	59	—— Kilrenny, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	..	..	..	1	1	1	230	92	322	132	67	199	..	..	..	..	..	..	..
	60	—— Pittenweem, . .	..	..	1	—— Burgh, ...	..	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	61	St. Andrews, . .	1	1	..	Madras College, . . .	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Stirling, .	62	—— Culross, . .	..	..	1	—— Burgh and Parish,	1	..	..	..	1	..	..	..	..	..	1	1	1	517	346	863	..	..	..	..	..	..	..	..	..	..
	63	Dunfermline, . .	1	1	..	Burgh or Grammar, . .	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	64	—— Inverkeithing, .	..	..	1	—— Burgh and Par., .	1	..	..	..	1	..	..	..	..	..	..	..	..	54	20	74	..	..	..	..	..	..	..	..	..	..
	65	—— Queensferry, . .	..	..	1	—— Burgh, ...	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	66	Stirling, ...	1	1	..	High, ...	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wick, . .	67	—— Cromarty, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	1	..	..	..	..	..	212	116	328	..	..	..	..	..	..	..	..	..	..
	68	—— Dingwall, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	69	—— Dornoch, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	70	Kirkwall, . . .	1	..	..	Burgh or Grammar, . .	..	1	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	71	Tain, ...	1	1	..	Academy, ...	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	72	21	93	..	..	..	..	..	..	..
	72	—— Wick, . . .	..	..	1	—— Pulteneytown Ac.,	1	..	..	..	..	..	..	..	..	..	1	1	1	75	27	102	..	..	..	..	..	..	..	..	..	..
Wigtown, .	73	—— New Galloway, .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	74	Stranraer, . . .	1	..	..	Academy, ...	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	75	—— Whithorn, . .	..	..	1	—— Parochial, . . .	1	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	90	51	141	..	..	..	..	..	..	..
	76	Wigtown, . . .	1	..	..	Burgh and Parochial, .	..	..	..	..	1	1	..	1	..	..	..	..	..	..	..	..	78	58	136	..	..	..	..	..	..	..
		ROYAL.																													
	1	Peebles, ...	1	..	..	Grammar and English,	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	120	57	177	..	..	..	..	..	..	..
	2	Rothesay, . . .	1	1	..	Parochial, ...	1	..	..	..	..	..	..	1	1	1	..	..	..	191	105	296	..	..	..	..	..	..	..	..	..	..
	3	Selkirk, ...	1	..	..	Burgh, ...	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	174	101	275	..	..	..	..	..	..	..
		TOTAL P. & R., .	54	43	28		40	32	26	21	9	6	3	18	2	2	23	20	17	7620	3144	10,764	1402	696	2098							
Glasgow, .	..	Glasgow, . . .				High, ...																	800		800						

NOTE.—'Sched.' denotes that the statistics were supplied; 'Exd.' that the School was examined.—Kinghorn, Oban, and Portobello have no schools of the above description.

LIST AND PARTICULARS OF SCHOOLS—*continued.*

2. PUBLIC SCHOOLS NOT IN BURGHS, AND, 3. PRIVATE SCHOOLS.

COUNTY.	SCHOOLS. No.	Designation.	No. Sch.	Exd.	Scholars on Roll. In Examined Schools. Boys.	Girls.	Total.	In Schools not Examined. Boys.	Girls.	Total.
		2. PUBLIC.								
Clackmannan,	1	Dollar Institution,	1	1	410	264	674	..	..	..
Elgin,	2	Milne's Do.,	1	1	153	149	307	..	..	..
Wigtown,	3	Ewart Institute,	1	1	71	70	141	..	..	..
Perth,	4	Trinity College, Glenalmond,	1	1	..	..	..	95	..	95
		Total,	4	4	639	483	1,122	95	..	95
		3. PRIVATE.								
	1	Edinburgh Institution,	1	1	298	..	298	..	..	..
	2	Aberdeen Gymnasium,	1	1	124	..	124	..	..	..
	3	Fordyce Academy,	1	1	30	..	30	..	..	..
	4	. . . . .	1	1	44	..	44	..	..	..
	5	. . . . .	1	1	99	..	99	..	..	..
	6	. . . . .	1	1	85	..	85	..	..	..
	7	. . . . .	1	1	50	..	50	..	..	..
	8	. . . . .	1	1	48	..	48	..	..	..
	9	. . . . .	1	1	40	..	40	..	..	..
	10	. . . . .	1	1	70	..	70	..	..	..
	11	. . . . .	1	1	179	..	179	..	..	..
		Total,	11	11	1,067	..	1,067	..	..	..

GENERAL ABSTRACT OF THE PRECEDING.

SCHOOLS. No.	Designation.	Sch.	Exd.	Scholars on Roll. In Examined Schools. Boys.	Girls.	Total.	In Schools not Examined. Boys.	Girls.	Total.
1	Public Schools in Burghs,	54	43	7,620	3,144	10,764	1,402	696	2,098
2	Public Schools not in do.,	4	3	639	483	1,122	95	..	95
3	Private Schools,	11	11	1,067	..	1,067	..	..	..
	Total,	69	57	9,326	3,627	12,953	1,497	696	2,193

	ABSTRACT OF TOTAL SCHOLARS.			
54	Public Schools in Burghs,	9,022	3,840	12,862
4	Public Schools not in do.,	734	483	1,217
11	Private,	1,067	..	1,067
69	Total,	10,823	4,323	15,146
	Glasgow High (information defective),	800		800

GENERAL REPORT.

GENERAL REPORT.

CHAPTER I.

HISTORICAL SKETCH OF GRAMMAR SCHOOLS OR PUBLIC SCHOOLS IN BURGHS.

Period before the beginning of the Sixteenth Century—General Narrative—Period after the beginning of the Sixteenth Century—Superintendence of the Church—Patronage of the Town-Councils—School Directories—Salaries and Fees—Masters—Scholars—Subjects of Instruction.

In the following sketch of the Scottish Grammar Schools, it is proposed to divide the subject into two periods; one embracing such scattered notices as we have of their existence and constitution before the beginning of the sixteenth century, the other bringing down their history from that time to the present day. A short narnative will sufficiently exhaust all that is important during the first period; but, besides a general narrative showing their growth, and the patronage and superintendence exercised by Town Councils and Presbyteries during the second period, the chief points of interest connected with them will be briefly discussed under the five following heads:—

1. General school directories issued by the authorities.
2. Salaries and fees.
3. The masters; their relation to the directors and each other.
4. The scholars and the discipline.
5. The subjects of instruction.

Period I.

Schools before the beginning of the sixteenth century.

Schools for Latin, to which were subsequently added 'Lecture' schools for English, existed in the chief towns of Scotland from a very early period. We have authentic notice of a school in Abernethy in 1124. The schools of Perth and Stirling were in existence in 1173, and charters quoted in Chalmers's *Caledonia* mention other schools, both in the twelfth and the subsequent century. It would serve no good purpose to enumerate them all, but we may specify St. Andrews, whose school was under the charge of a rector in 1233; Aberdeen and Ayr, of which we have notices in 1262 and 1264; Montrose, which had the honour of receiving a small endowment from Robert the Bruce in 1329; and, speaking generally, it may be said that all the chief towns, and many that have since sunk into obscurity, had schools, such as they were, before the beginning of the sixteenth century. The Statute of the Scottish Parliament in the reign of James IV. (1494), which ordains that barons and freeholders who were of substance should put their eldest sons or heirs to the 'schules fra they be six or nine years of 'age, and to remain at the Grammar schools quill they be compe-'tentlie founded and have perfite Latine,' is conclusive and satisfactory proof on this point.

Schools were connected with the Church. Examples of their dependence.

These schools were under the direction of the Church, and were closely connected with the cathedrals, monasteries, and other religious establishments of the country. Thus, the monks of Dunfermline were directors of the schools of Perth and Stirling; Ayr school was connected with the church of St. John the Baptist; the monks of Kelso were directors of the schools in the county of Roxburgh. Our first authentic notice of the schools of Dundee is a document in the 'Register of the See of Brechin, in 1434.' In that year, a priest ventured to teach without the authority of the Chancellor; and was in consequence summoned before the Bishop, and after duly acknowledging his offence was deprived of his office. The burgh of Edinburgh provided a school-house, and paid a salary to its teacher, at least as early as 1500; but the High School itself was dependent on the Abbey of Holyrood; and as late as 1562, Lord Robert Stewart, a natural brother of Queen Mary, was recognised by the Town-Council as patron of the High School, in virtue of his office as Commendator of the Abbey. Later still, in 1596, thirty years after the patronage had been handed over to the Town-Council, the rector of the school, who had then held his office for twelve years, thought to secure himself in his position by purchasing 'a gift of the Grammar School' from the Abbot of Holyrood. For this and other offences he was dismissed by the Town-Council. The Glasgow Grammar School, which existed early in the fourteenth century, was dependent on the cathedral church, and the Chancellor of the diocese had the appointment of masters and the superintendence of education in the city. An offending priest, in 1494, who had presumed to teach grammar and other branches without due authority from the Chancellor, was summoned before the Bishop, and ordered to desist. In Aberdeen the early usage was as follows:—The Town-Council presented the master to his office, subject to the approval of the Chancellor of the Bishop, who instituted the presentee. We find frequent notices of this from 1418 downwards. The terms of the appointment of Rector in that year are in substance as follows: 'The Chancellor of the church of Aberdeen to all the 'faithful—greeting: Inasmuch as the institution to the office of 'schoolmaster belongs to me as Chancellor, and an honest, prudent, 'and discreet man has been presented to me by the Provost and 'Council of the burgh, and on examination has been found duly 'qualified, I have by letter of collation instituted him in the office '*for the whole term of his life*.' Incidentally, the last words ('*pro toto tempore vitæ suæ*') are important, as showing the tenure of office in those early times in Aberdeen.

It is worthy of notice that the attempts of the Church to possess itself of the exclusive patronage of the schools, as distinct from the superintendence, were occasionally foiled. Thus, in 1485, a dispute arose in Brechin between the Duke of Ross, son of James III., and the Bishop of the diocese. Both claimed the right of presentation to the preceptory of Maisondieu, to which was attached the office of schoolmaster. The question was decided by the Crown in favour of the Duke of Ross, and in the enactment confirming his right, the king's lieges are warned, 'that none of them take upon

'hand to make any manner of persecution or following of the said 'matter at the Court of Rome, since it pertains to lay patronage.'

The teachers in these early schools, it is almost needless to say, were ecclesiastics, or in some way connected with the cathedrals or monasteries, and we find notices of altarages devoted to them for their services in teaching. When learning, such as it was, had ceased to be the exclusive property of monks and priests, qualified masters, who were laymen, taught in the chief towns of Scotland; but as late as the year 1519, the rector of the High School of Edinburgh was obliged to attend at the Abbey in his surplice, to assist at 'hie solempe festival times,' to be present 'at 'the hie mess and evensang,' and to make himself otherwise useful in the chapel. Teachers in the early schools were ecclesiastics.

The scholars also, like their teachers, were originally, no doubt, those destined for the Church. Gradually, however, the sons of the gentry, and of barons, without reference to their future career, were sent for their education to these schools, and from the beginning of the second, or more flourishing period of their history, all the higher and middle classes took advantage of them. Scholars.

The chief subject of instruction in the early Grammar schools was Latin. It was the language necessary for ecclesiastics—in which their rubrics, canons, liturgies, and the Bible itself was written, and above all, it was that in which the correspondence of the Church all over the world was carried on. Greek was a language that the priests did not know, and the Church, in Scotland at least, did not encourage, and, strictly speaking, Latin was the only subject included in the term Grammar, and Latin the only language taught in the Grammar schools as such. As a matter of fact, however, in learning Latin itself, there was necessarily involved the translation from it as a dead language into some living tongue. If we may judge by the analogous case of England, that tongue would be French. This was the custom in England as late as the year 1350, when the innovation was first brought in by a schoolmaster, John Cornwall, of making his boys read Latin into English. Only in so far then as it was necessarily involved in learning Latin, did the Grammar schools teach English; and a special class of offenders before and after the Reformation were those scholars who ventured to speak in the vernacular. Hebrew, French, Latin, Greek, even Gaelic, were allowed to be spoken by the regulations of Aberdeen in the sixteenth century, but no English. Subjects of instruction.

The origin and growth of the 'Lecture' schools for English, and subsequently for arithmetic and writing, are to be gathered only from scattered hints. Like the Grammar schools, they were under the jurisdiction of the Church. We have an illustration of this in the case of Glasgow, already referred to. The Chancellor of the diocese in 1494 successfully maintained that no one, without his license or authority, should be allowed to teach scholars in grammar, nor children in the elementary branches within the city ('nulli liceat scholares in grammatica, aut juvenes in puerilibus 'per se clam aut palam intra prædictam civitatem instruere et 'docere'). Writing was not probably a common branch of education so early as English, and this for two reasons: it was exceed- Lecture schools.

ingly difficult to acquire, as any one will readily acknowledge who attempts to imitate the handwriting of the twelfth and two succeeding centuries; and, secondly, there was no substance like paper in common use before the beginning of the fourteenth century, so that practice in the art was not easy to be attained.

Results of teaching in schools of this period.

On the whole, there is no reason to suppose that these lecture schools were numerous, or that any of the Grammar schools were very important or did much more than exist during the century before the Reformation. Even Scottish writers acknowledge that at the beginning of the fifteenth century there was no great school in the country, and that in consequence all those who were desirous of a liberal education had to seek it abroad. And the enactment of 1494 only proves the state of ignorance in which Scotland then was, and the awakening consciousness of its rulers that they were bound to remedy the evil. It refers only to the eldest sons, and heirs of barons and freeholders of substance. Nothing is said in it of the younger sons of barons and freeholders, nor of the common people, nor of girls of any condition whatsoever; and we may suppose that education at our Grammar schools was then confined very much to future ecclesiastics and to the persons indicated in the enactment. The 'perfect Latin' was no more than could be picked up through indifferent grammars, and from reading a very few writers of antiquity. In the most favourable view, and if we substitute 1450, the year of the founding of the first college in St. Andrews (the University itself had been created in 1411), for the year 1400, Hallam's description of education in England may be transferred to Scotland. 'On the whole,' he says, 'we may be inclined to think that in the year 1400, the average instruction of an English gentleman of the first class would comprehend reading and writing, a considerable familiarity with French, and a slight tincture of Latin, the latter retained or not according to his circumstances and character, as school learning is at present.'

Period II.

Schools after the beginning of the sixteenth century.

From the beginning of the sixteenth century, however, great progress was made, and in the general benefits of the inquiry that preceded and accompanied the Reformation the Grammar schools participated. In the first half of the century two schools stand out pre-eminent, those, namely, of Aberdeen and Perth. In the year 1520, John Vaus, a scholar of note in his day, was rector of the former. His name does not occur in the list of rectors that has been handed down from 1418 to the present time, but we have the authority of M'Crie for stating that he was then in office. He is mentioned with praise by his contemporary Boece, Principal of the University of Aberdeen, both as a Latin scholar and a teacher. He deserves being remembered as the first Scotchman who published a Latin Grammar. It was printed in Paris in 1522, and afterwards republished in Edinburgh in 1566. A great part of the book is in Scotch—the indicative mood, for example, is entitled 'Schauand Mode,' and the optative, 'Yarnand Mode.' There is also a directory of the school of Aberdeen, of the date 1553, which regulates the instruction, the discipline, and the hours of study. The school was under the charge of a head-master, styled the rector, and two or more ushers. Among

the authors studied, Terence, Virgil, and Cicero are especially mentioned. The younger students are enjoined to acquire a moderate knowledge of arithmetic. From one paragraph, where all are ordered to 'speak in Latin, Greek, Hebrew, French, Gaelic, never 'in the vernacular tongue,' we might infer that other dead languages as well as Latin formed a part of the course; but it would be a rash induction, and is not warranted by anything else in the directory, nor by historical evidence of any sort.

Perth school, if we may credit the account given by M'Crie, was widely celebrated as early as 1550. Simson, the author of the *Dunbar Rudiments*, used more or less for a century afterwards in our schools, was its rector. 'He had sometimes three hundred boys 'under his charge at once, including sons of the principal nobility 'and gentry; and from his school proceeded many of those who 'afterwards distinguished themselves both in Church and State.'[1]

Interest of Knox and the early reformers in education.

Next to religion, there was nothing in which Knox and the early reformers were more interested than education, and in compiling the First Book of Discipline in 1561, they laid down certain regulations about schools and colleges, which if they had been carried into effect would have given us before now an almost perfect system of education. 'They required,' says M'Crie, 'that a school 'should be erected in every parish for the instruction of youth in the 'principles of religion, grammar, and the Latin tongue. They pro- 'posed that a college should be erected in every notable town, in 'which logic and rhetoric should be taught along with the learned 'languages. They seemed to have had it in their eye to revive the 'system adopted by some of the ancient republics, in which the 'youth were considered as the property of the public rather than of 'their parents, by obliging the nobility and gentry to educate their 'children, and by providing at the public expense for the education 'of the children of the poor who discovered talents for learning. 'Their regulations for the three national universities discover an 'enlightened regard to the interests of literature, and may suggest 'hints which deserve attention in the present day.'

Unfortunately the regulations in regard to 'colleges,' by which term were really meant Grammar schools on the model of those more ancient seminaries in which the 'trivium' or course of three sciences was taught, were not carried into full effect. No legal enactment followed upon them. But notwithstanding this, the regulations of the Book of Discipline were not without some good result. In a few cases certain endowments were taken from the church possessions and attached to the office of the grammar-school master. Thus in Edinburgh, in 1562, the Town-Council applied to the Queen, through the patron of the High School, 'to disburse and grant to 'the town the place, yards, and annuals of the fiars and altarages 'of the Kirk,' that they might be expended on the master and doctors of the school, and on the regent of a college to be built within the burgh; and in 1566 they obtained from Queen Mary a gift of the endowments in Edinburgh which had belonged to the Dominican and Franciscan monks for these purposes. In Dundee, in the year 1563, there was an allocation of the Hospital

Endowments.

[1] M'Crie's *Life of Knox*, p. 3.

funds between the ministers and the schoolmaster. The latter received as his portion a share of one of the ecclesiastical foundations, and from this source the rector of the Grammar school still receives £11 of his salary. In Brechin, the preceptory of Maisondieu continues to the present time to be attached to the office of the rector, and yields an annual sum of £50. In Renfrew the Hospital was suppressed in 1614, and the income of the altarages and chapels that composed it was conferred upon the Grammar schools. As the altarages and chapels were very numerous, the value of the gift must have been considerable. It is not known if any income is derived from these sources at the present day, and the schoolmasters receive no endowment specially from the funds of the old Hospital, but out of the general burgh funds.

The case of Kirkwall deserves particular notice.[1] There, the endowment of the school was due not to the reformers, but to a dignitary of the Roman Catholic Church. Bishop Reid in 1544 appointed the chaplain of St. Peter's to act as master of the Grammar School. A valuable endowment was attached to the office, and this endowment was continued after the Reformation. In the year 1595, Patrick Earl of Orkney, into whose hands it seems to have fallen, made over the prebendary of St. Peter's, lying within the diocese, to the master of the Grammar School, on the sole condition that he should actually reside in Kirkwall for the discharge of his duties; otherwise the gift was to be null and void. This was followed by a decree of the Court of Session, in 1601, confirming the gift. With certain intervals, during which they were applied to other purposes, the school funds were duly paid to the schoolmaster till after the Revolution. When the Presbyterian form of worship was finally established, and provision was made for the clergy directly from the lands of their respective parishes, along with the other revenues of the bishopric they lapsed to the Crown, in whose hands they have remained ever since. The value of this endowment at the present day could not be less than £280 annually. Not one farthing of this sum is now available for the support of the school. The last payment out of Bishop Reid's foundation, consisting of the price of twelve meils of malt payable out of the island of Wyre, and realizing the sum of £10, was, by a decree of the Teind Court, of date 20th November 1819, alienated from the purpose to which it had been applied for about three hundred years, and allocated as part of the stipend of the minister of Rousay. The Commissioners of the Crown, although they have on various occasions recognised the equity of the school's claim to assistance from the Bishop's funds, have never done anything to carry their views into effect, and now that the lands dedicated for its maintenance have all been sold, it is not likely that anything will ever be done for it specially.

In Elgin, Banff, Dunfermline, and Irvine, similar endowments, to a small extent, were made for the Grammar schools from the Church lands, and a careful search among the town records and

[1] We are indebted to Mr. Watson, the head master of the present school of Kirkwall, for these particulars.—*Cf.* Special Report on Kirkwall Grammar School.

other documents would probably discover many more. But it is difficult to trace the rule by which they were applied, and in most instances it will be found that, whatever their original destination, they have been absorbed into the general funds of the burgh, out of which payments were made for educational as well as for other purposes.

On the whole, very few and miserably small crumbs seem to have fallen to the schoolmasters' share in the general distribution and division of Church property. Those intended for them by the compilers of the First Book of Discipline, it is generally allowed, were intercepted by the avarice and greed of the nobility and gentry, and the Grammar schools more especially seem to have been left to the Town-Councils and others, by whom they were originally founded and maintained, without any assistance from the national resources.

Private endowments.

In some cases their endowment was due to private benefactors about the end of the sixteenth and beginning of the seventeenth centuries. This was the case with Cambuslang, where the Rev. John Howieson, minister of the parish, endowed a Grammar school in 1602; with Prestonpans, where a trilingual school, for the teaching of Latin, Greek, and Hebrew, was founded about the same time, by the Rev. John Davidson, who endowed it with all his fortune, including his books. Its first master was Alexander Hume, who resigned his office of rector in Edinburgh for this provincial situation. Later, similar endowments were made by others, and there is reason to believe that in not a few instances the funds which benevolent individuals bequeathed for the promotion of learning were clandestinely retained or illegally alienated from their original destination by the infidelity and avarice of executors and trustees. Several Acts of the Legislature were made to prevent such abuses.[1]

Gradual growth of Grammar schools.

In one way or another, our Grammar and Burgh schools, in the main teaching the same branches as now, with only such innovations and modifications as the lapse of two centuries and a half has produced, were in existence, we believe, in all the royal burghs of Scotland at the beginning of the seventeenth century, or within forty years of the Reformation. It is necessary to be noticed, however, that they owe no part of their origin to statutory enactment. They originated, in some cases, in royal foundations and grants, in others, in private endowments; but were mainly due to the voluntary action of the burghs themselves. In this respect, and from the higher branches that they taught, they are separated altogether from the Parish schools, which were due to successive enactments of the Legislature, in 1616, 1633, 1646, and finally in 1696, and which were intended mainly for the ordinary branches of education. Neither does there seem, as far as Statutes go, to be any legal obligation on burghs, from the earliest times to the present day, to maintain them where they have been founded. But the opinion of counsel given in the Appendix is to the effect that where they have been established in a burgh by endowment, an obligation would rest with the burgh, and be enforceable against it, to continue to devote that endowment to the purposes for which

Due mainly to the burghs themselves.

[1] M'Crie's *Life of Melville*, p. 383.

it was given; and further, that if a school in a burgh open to the community should have been supported out of the common good for a period of years, an obligation would rest with the burgh to continue the support of that school out of the common good so long as there were any funds available.

It is not meant, however, that the schools in burghs, although they had no statutory origin, were not frequently referred to in enactments. That of 1494 has already been noticed more than once, when the barons were ordered to send their eldest sons to the Grammar schools; and in considering the management of these schools it will be necessary to mention subsequent enactments, of which they were partly the subject.

Superintendence of the Church.

The patronage of the schools was vested in the Town-Councils of the different burghs, but the Church also was entitled to a superintendence over them. The election of the masters belonged exclusively to the Town-Council, but the teachers were liable to the trial, judgment, and censure of the Church established for the time, as to their sufficiency, qualifications, and deportment in their office. It is difficult, if not impossible, to draw the line exactly, and to settle where the authority of the Town-Council ceased or that of the Church began, or how far they were concurrent with one another. But that the Church had by law a superintendence over the schools in burghs does not now at least admit of controversy. It was derived in the first place as a natural inheritance by the Church of the Reformation, which succeeded to all the claims of its predecessor over education; and in the second place, it was guaranteed by successive Acts of Parliament from 1567 to 1706, of which these are the chief:—1. It was enacted in 1567 in regard to all schools, 'to burgh and land, that none be permitted to have 'charge and care thereof in time coming, nor to instruct youth 'privately or openly, but such as shall be tried by the superinten-'dents or visitors of the Kirk.' 2. An Act of the year 1693 declares that all schoolmasters and teachers of youth in schools are and shall be liable to the trial, judgment, and censure of the Presbyteries of the bounds for their sufficiency, qualifications, and deportment in the said office. 3. By the Act of 1706, passed for securing the Presbyterian form of church government, it is ordained that no Professors, Principals, Regents, Masters, or others bearing office in any university, college, or *schools* within the kingdom be admitted or allowed to continue in the exercise of their function but such as shall subscribe the Confession of Faith, and conform themselves to the Church, and submit themselves to the government thereof, and that before the respective Presbyteries of their bounds, *by whatsoever gift, presentation, or provision they may be thereto provided.*

These Acts belong to periods when Presbyterianism was in the ascendant, but there are others in the intervals when Episcopacy superseded the Kirk between 1606 and 1646, and again from 1662 till the Revolution, equally stringent. Their scope may be judged of by the articles transmitted by King James to Scotland after the conference at Hampton Court in 1604, by which he recommended

that 'schools in cities, towns, and families throughout all this king- Superin-
'dom be taught by none but such as shall be approved to be sound tendence of
'and upright in religion, and for that effect that the Bishops should the Church.
'take order with them, displacing the corrupted, and placing
'honest and sufficient in their places,' and by the Statute passed in 1609, requiring pedagogues to have a sufficient testimonial from the Bishop of the diocese before going out of the country with the children of the nobility and barons.

As a matter of fact, however, the Church does not seem to have exercised its power of superintendence in the larger burghs, but to have limited its jurisdiction in practice to the smaller and less important towns. In the burgh of Burntisland, in the year 1611, we find it even ordering the particular kind of school that was suitable for the place, and censuring the authorities for neglect and delay in carrying out the orders of the visitors. The magistrates, it seems, had contented themselves with a school that taught 'the bairns to 'read and write,' and it is intimated to them that unless a Grammar school be erected 'letters will be raised upon the Act of Visitation.' Whatever the nature of this formidable threat, it seems to have had the desired effect, for a few years later the burgh was duly equipped with a Grammar school, with a rector to teach Latin, and a doctor or usher for the inferior branches.

In the records of the Presbytery of Haddington there is more than one instance of the exercise of its authority. Thus, in 1594, there is the following entry:—'The Act of the last Synodal 'Assembly, giving the Presbytery commission to try Andrew 'Dischington, schoolmaster of Dunbar, not only in his ability to 'travel in the ministry, but also to teach a Grammar school, being 'presented to the Presbytery, the brethren ordained him to come 'here this day eight days, and for beginning of his trial to teach a 'piece of the First Book of the Georgics of Virgil, to try whether he 'be able to teach a Grammar school or not.' Two years later all the schoolmasters within the bounds, which certainly included two burghs, Haddington and Dunbar, were ordered to appear before the Presbytery, that they might ascertain their qualifications for teaching the youth, and their knowledge of the 'heads of religion.' Much later still, in 1727, the Town-Council of Dunbar in vain attempted to get rid of the trammels of ecclesiastical superintendence. They appointed a schoolmaster without his having been examined by the Presbytery, and when the latter summoned him to undergo his trials the Town-Council interdicted him from doing so. After a keen contention, the Presbytery was victorious, and the schoolmaster was obliged to submit to be examined by a committee of the Synod.[1]

After the Disruption or Secession from the Established Church in 1843, the question of Presbyterial superintendence naturally assumed greater importance. Up till that time it had been either little exercised in burghs, or, when exercised, it had been submitted to more or less readily in the less important towns. The first case that arose after 1843 was that of the schoolmaster of

[1] Duncan, *Parochial and Ecclesiastical Law*, p. 609.

Superintendence of the Church.

Case of Campbelton School.

Campbelton, who joined the Free Church, and was deposed from his office by the Presbytery of Cantyre. 'He suspended the sentence, and applied for interdict, and so the question was raised of the jurisdiction of the Presbytery under the Statutes. The suspender pleaded that he was the master of a Burgh school, and so did not hold his office subject to the jurisdiction of the Presbytery, who had no cognisance over schools properly burghal. The respondents contended that the school was a proper Parish school, and was so to be dealt with. Parties were thus at issue on two points, one of fact, and the other of law. The Lord Ordinary by his interlocutor found, that whether the school was to be considered as a proper Parochial school or not, it was at all events sufficiently possessed of the character of a public institution to fall in virtue of the Statutes under the jurisdiction and superintendence of the Presbytery of the bounds, and therefore repelled the reasons of suspension. In a note, his Lordship stated that he should have leant to the opinion that the characters of a burgh establishment more naturally attached, but he had not found it necessary to decide this question, for, regarding the school even as a Public Grammar school for the burgh, he had no doubt that it fell within the scope of the Statutes 1693 and 1706.' Against this judgment no appeal was taken.

Case of Elgin School.

About the same time, and in somewhat similar circumstances, the well-known case of Elgin Academy arose, and practically settled the right of Presbyteries to a certain jurisdiction and superintendence over Burgh schools. This Academy was erected in 1800. Prior to that date, and as early as 1585, a Grammar school existed in the burgh, and in connexion with it, in 1620, a school for teaching music, or a 'Sang school.' This last-mentioned school was in 1659 converted into an English school. These two schools existed side by side till 1800 as the two public schools of the burgh. In that year they were united, the buildings in which they had been taught were disposed of, and a new building was erected for the accommodation of the united school. Additional branches of education were introduced, and additional masters were appointed, but the establishment, though thus improved and extended, retained still its public character, and continued to be the public school of the burgh of Elgin, under the management and patronage of the magistrates.

In 1844 the Town-Council appointed Mr. Donald Morrison, an adherent and member of the Free Church, to the office of classical master in the Academy, without any trial of his qualifications before the Presbytery, and without his having, either before or after his appointment, appeared before the Presbytery and signed the Confession of Faith and Formula of Worship, although repeatedly called on by the Presbytery to do so, and notwithstanding remonstrance and objections addressed by the Presbytery to the Magistrates and Town-Council. In like manner, in 1849, the patrons appointed Mr. James M'Donald, also a member of the Free Church, to be teacher of English in the Elgin Academy, without reference to the powers claimed by the Presbytery. It was an additional aggrava-

tion of the offence, in this latter case, that they severed the connexion that had from time immemorial existed between the teacher of English and the precentor in the church, and appointed different persons to hold the two offices. Superintendence of the Church.

The breach between the Presbytery and the Town-Council was, if possible, widened by the resolute determination, on the part of the Town-Council, to exclude the Church even from the examination of the school. It had been customary for the Presbytery to fix certain days for the examination, but in 1846 the Town-Council decided to have the school examined two days before the time arranged by the Presbytery, and the latter body, on coming to the school on their own day for examination, found the doors shut, the keys removed to the safe custody of the Provost, and the school adjourned for the holidays. Protests followed upon these proceedings, and ultimately an action was raised by the Presbytery against the Magistrates and Town-Council in 1850. The object of the action was to vindicate the right of the Presbytery of Elgin to the jurisdiction, superintendence, and control over the Academy as a public school. The defenders resisted the action, on the ground that it was not a public school within the meaning of the Statutes on which the pursuers rested their claim. In the course of the trial various new elements were introduced into the question. The ground first taken by the defenders was held untenable by the Court, and the case ultimately resolved itself into a discussion on two chief points: 1*st*, Whether the right of superintendence over schools vested by law in Presbyteries extended to Burgh schools, or Public schools within the burgh; and, 2*dly*, Whether this right had been exercised by them in Elgin.

The legal enactments on which the pursuers rested their claims have been already noticed. They were Acts of the Scottish Parliament, and subsequent Acts of the Legislature from 1567 to 1706, and language could hardly be clearer than that in which they are couched, in settling the question in favour of the pursuers. The exercise also of their power in burghs, though far from general, was sufficient to show that, wherever the question of jurisdiction had arisen, their claims, even in burghs, had been allowed.

In regard to Elgin itself, the inquiry embraced the whole period from 1640 down to the date of the action, and the records of the Presbytery and the minutes of the Town-Council alike showed that, while the magistrates had occasionally resisted the jurisdiction of the Church, they had, as a general rule, acknowledged and submitted to it. This jurisdiction was of a somewhat miscellaneous character. In 1640 the Moderator and brethren went and visited the school of Elgin to ascertain the diligence of the schoolmaster and the progress of the scholars. The latter they found unsatisfactory, which they attributed to the troublous times, and to the natural 'untowardness and insolency of youth taking occasion 'thereof.' In repeated instances they are requested by the Town-Council to examine candidates before admission, and they specify the books and subjects which they require the schoolmaster-elect to 'handle' in their presence. This practice extends from the very

Superintendence of the Church.

earliest years till 1825, when they actually suggest to the Council the candidate whom the latter should send up to them for examination, and try him first in passages of different authors, and on the 'syntax, prosody, general structure and idiom of the Greek and 'Latin languages, together with Roman and Grecian manners and 'antiquities.' In 1660 they order the schoolmaster to discharge the Marquis of Huntly from his school for declining to join with him in prayer and the worship of God. In 1739, when there was a dispute between the Church and the Town-Council, the schoolmaster was deposed by the former for immoral conduct; but while he submitted to their censure as an ecclesiastical court, he stood on his civil rights, and for some years maintained his position as schoolmaster. It was this case that led to an agreement, in 1748, between the patrons and the Presbytery, defining as far as possible the jurisdiction of each. It was never acted upon fully, but it indicates the natural boundary of their power. By the first term of the agreement the Town-Council might present and enter into a contract or writ with a master for teaching the Grammar school, who was to appear by the appointment of the Town-Council before the Presbytery, and prior to his admission was to satisfy them of his moral character and of his qualifications for teaching. By a second article, it was agreed that if the master was negligent in his office, or committed any trespass meriting censure or reproof, the magistrates were not to interfere in matters purely ecclesiastical so as to impede the discipline of the Church, nor the Presbytery in matters civil or criminal—the magistrates being bound to commence process against an offender, and to pronounce sentence within a certain time, failing which the Presbytery should take the matter into their hands. In a third article, full liberty was given to the Presbytery to visit the school, and to give proper directions for promoting learning, piety, and virtue, both to masters and scholars. Abundant proof was also adduced of their calling on the masters to sign the Confession of Faith, and that this was dispensed with as a general rule only when the candidate had already done so on some previous occasion.

The case was before the Courts for ten years. During that time various judgments were pronounced on the different questions that arose, most of them in favour of the pursuers. The most important of the opinions given was that pronounced in a note by Lord Handyside, who, on the whole question that was submitted to him, decided that the Statutes were applicable to Burgh as well as Parochial schools; that in the preceding century there never would have been any doubt of the jurisdiction of Presbyteries; that whilst the magistrates were certainly the persons to elect, the Presbytery had probably a concurrent jurisdiction with them in dismissing a master; that the former decisions of the Court which had a bearing on the point under consideration, so far as they went, were confirmatory of the general powers of superintendence; that, finally, while schools in some of the larger towns might, through long and unquestioned usage, have acquired independence of the jurisdiction of Presbyteries by successful resist-

ance to their control, or immemorial non-use of their powers, there was no specialty of the kind in the case before him. Superintendence of the Church.

Ultimately, judgment was pronounced in 1861 to the effect that —(1.) The Grammar and English schools formed a Public Burgh school; and (2.) That the masters were subject to the jurisdiction, superintendence, and control of the Presbytery.

It was in consequence of this decision that the Burgh and Parochial Schools Act of 1861 was passed, by which, among other important measures, Burgh schools were relieved from the superintendence of the Church. Their masters are no longer bound to subscribe the Confession of Faith, nor obliged to submit to the discipline of the Church of Scotland, nor are they subject to the trial, judgment, or censure of the Presbytery for their sufficiency, qualifications, or deportment in their office. In a word, all connexion between the Church and the Burgh schools was broken by this Act, which forms, consequently, an important era in their history. Abolished in 1861.

As a matter of fact, however, the Town-Council, in the large towns more especially, were the supreme rulers of the schools established by public authority in the burghs. As one means of encouraging them, they strictly interdicted private teachers, and from the earliest times down till the end of last century, we find them exercising their powers with great rigour and cruelty. In Edinburgh, in 1519, forty years before the Reformation, it was enacted that no indweller within the burgh should have his children taught Latin at any other than the Grammar School, under a penalty of ten shillings Scots. More than a hundred years afterwards, in 1630 and 1660, we find successive rectors attributing their ill success, and the falling off in the number of their scholars, to the toleration of unlicensed teachers, and the following resolution was in consequence passed in 1665:—That no persons, upon any pretence whatever, shall teach grammar within the city or liberties, except those who are authorized by the Town-Council, and that no inhabitants of the city shall send their children to any other than the public schools; offending teachers to be personally imprisoned, and fined, at the discretion of the magistrates, and offending parents to pay quarterly to the master of the High School as much as other scholars of the like quality are usually accustomed to pay. That this Act might find the more ready obedience, it was further ordained,—That the master of the High School, or any of his doctors authorized by him, should have power from the magistrates to command any two or more, if need be, of the town officers, to apprehend and imprison such as, by their contumacy and disobedience, should be found guilty of the breach thereof. Patronage of Town-Councils. Private schools interdicted by Town-Councils.

In this attempt to suppress Adventure schools, the Edinburgh magistrates were backed up by the Privy Council in 1680. The latter issued a proclamation in that year, interdicting all private Latin schools in the city or suburbs; and the individuals against whom the proclamation was directed were forced to make the following declaration:—'We, whose names are subscribed, keepers of 'Latin schools within this city, bind and oblige us, conform to the 'Court ordinance, that we shall, before the term of Whitsunday

Patronage of Town-Councils.

'next, cease and forbear to keep Latin schools, by teaching chil-'dren within the city or privileges thereof; and shall not in time 'coming take upon us, each of us, for our own parts, to teach Latin 'or keep a public or private school for that effect in any time com-'ing, under such a penalty as the Town-Council shall think fit to 'impose upon us.' It would seem, however, as might naturally be supposed, in a large city like Edinburgh, that these enactments were not absolutely successful, and needed constantly to be repeated, for, in 1724, the question of Adventure schools again came up before the Council, and a series of resolutions was passed upon the subject, to the effect that Private schools, as then increased in number, under bad management, and wanting order and discipline, were not only prejudicial to the public masters and public teaching, but also hurtful to the manners and education of the youth; that none ought to be allowed to teach grammar within the privileges of the city without authority from the Council; and that the five High School teachers, *with five private teachers in addition*, tried and licensed, were sufficient for the youth of the city. Of private teachers thus licensed, Steven, in his *History of the High School*, gives incidentally an instance as late as the year 1811.

Nor were the other burghs slow to follow the example set them by the metropolis. In Ayr, on the appointment of a rector to the Grammar School in 1666, all other Latin teachers were interdicted except him and his doctor, and intimation was sent through the town 'by tuck of drum,' that the youth might be entered in the public school, and a like prohibition was extended to unauthorized teachers of music and English, or, as it is called, Scotch, in 1683. Burntisland, in the seventeenth century, allowed no Private schools, except those of women, who were permitted to teach 'lasses 'and young children.' Peebles also, in 1658, prohibited women who kept schools from teaching any male child, under a penalty of twenty shillings Scots for each offence. In 1690 there is the following entry in the Town-Council records of Banff:—'The Magis-'trates and Town-Council, taking into consideration the great decay 'of the Grammar School, partly occasioned by the inhabitants de-'taining their children from it, yea, even those that are able and 'in a condition, without their prejudice, to maintain them thereat, 'and others putting them out of town to landward schools, ordain 'therefore that all the inhabitants' children be immediately put 'thereto, only to such schools as are set up by the Magistrates' 'authority, strictly prohibiting any person to take upon hand to teach 'children without the Magistrates' and Council's order, and that 'such of the inhabitants' children as are come to age, and so not 'fit for schools, be put to trade, under the pain of banishment.' In Dumfries, as late as the year 1767, we find a notice in the Town-Council records, forbidding an unauthorized teacher of writting to exercise his calling, and after he had thus been deprived of his means of living, ordering him 'to find sufficient caution that 'he and his family shall not be a burden on the place, under the 'penalty of £10 sterling.'

In a word, adventure teachers, up till the beginning of the pre-

sent century, were everywhere discouraged, as poachers on the ground of those licensed by public authority; and both in town and country, by magistrates and presbyteries, they were treated with great indignity, almost in some cases as vagrants, by which term they are actually designated in Church records, at least down to the year 1802. Patronage of Town-Councils.

In the regulation of the public schools themselves the Town-Council were no less exact and explicit than in the suppression of adventure schools. Apart from their character of patrons and the exercise of their power of appointing and occasionally dismissing masters, they laid down the minutest laws in regard to the discipline, the studies, the fees, the holidays, the time-table for week-days and Sundays, the relation of the masters to each other, and, in a word, everything internal and external that could possibly fall under their cognisance. The regulations in the main were characterized by shrewdness and sagacity, but some of them must have been very irksome to both scholars and teachers. They involved also an amount of work and personal superintendence that must have harassed and exhausted the body and mind of the most laborious pedagogue. We propose in what follows, to condense as far as possible all the points referred to, under the heads mentioned at the beginning of the chapter :—

1. General school directories issued by the authorities.
2. Salaries and fees.
3. The masters, and their relations to the patrons and to each other.
4. The scholars and the discipline.
5. The subjects of instruction.

1. The earliest directory in existence is that of Aberdeen school in 1553. It lays down a series of laws from the first hour of meeting in the morning till the hour of dismissal in the evening. Preparatory to the business of the day, each boy as he entered the school was to offer a short prayer, the form of which was prescribed to him. The school work commenced at seven o'clock, and the first duty of the head master on his entrance was to chastise offenders, either by word or by stripes. This was followed by prelection and by lessons that lasted till nine o'clock, when all were directed to hasten to breakfast. Lessons were resumed from ten to twelve, when all were again dismissed. Work began once more at two, and lasted till six, when the boys ended the day with prayer, as they had begun it. School directories Aberdeen.

The enactments in the same directory relating to the scholars entered into minute details. Elementary scholars and neophytes were to observe a Pythagorean silence for a whole year. The seniors, if they spoke at all, were to avoid their own language, but were allowed full liberty in Latin, Greek, Hebrew, French, and Gaelic. They were to engage in no play except in the presence of an usher. All games of chance for serious stakes, money, books, or part of a boy's dinner, were strictly forbidden, except in the case of the senior boys, who might play for trifles, such as leather pins

School directories.

or thongs. A catalogue of offences that subjected the youth to punishment closed this rigorous directory. The disobedient, those who came late to school, those who had not prepared their lessons, those who unnecessarily shifted from form to form, those who ran about the school, the authors of mischief (an alarmingly vague expression), were the main classes of transgressors.

Elgin.

In the Elgin directory of 1649 (issued by the Presbytery, however, and not by the Magistrates), work began at six o'clock in the morning and went on till six in the evening, with two hours' intermission—one for breakfast and one for dinner. Tuesdays and Thursdays were half-holidays, on which the boys had play from two to four; and Saturday's work was light in comparison with that of the other days of the week. Its programme was as follows:—'Disputes begin at seven o'clock, first in the supreme class (the 'master being auditor), and the disputants standing the one at the 'one end and the other at the other end of the school (deep silence 'meanwhile.) Thereafter, a little before eight, the examinators 'or auditors of the several classes dispute before nine, the master 'taking account of victors and vanquished, and praising or censuring accordingly. Betwixt ten and twelve all are taken up in 'writing their author for the next week, and an account is taken 'before twelve o'clock. At one afternoon all meet, and they are 'dismissed to play at two afternoon till five, when they are called, 'and an account taken of the general censure.' The rules for boys were much the same as in Aberdeen. They were not allowed to play except in the presence of an usher or censor, and the offenders liable to punishment were 'absentees from school, swearers, 'English speakers, perturbers, vaguers, the idle, late comers;' and a general class of offences, involving all other breaches of the law, is grouped under the expression 'delinquencies within and insolencies without the school.'

Even Sunday itself was not a day of rest to the teacher. In the Elgin directory the arrangements were as follows:—'Upon 'the Lord's day masters and scholars shall convene in school at 'eight o'clock in the morning, and after prayer in the English 'tongue to be had by the master, the several classes shall be exercised, the seniors in the exposition of a sacred lesson which has 'been taught betwixt one and two o'clock of the preceding Saturday, out of Buchanan's Paraphrases of the Psalms, or Ursine's or 'Calvin's Catechisms; and the juniors, in getting by heart some 'select English psalms, or the ordinary allowed Catechism. Thereafter, at the second bell, all shall go in comely order to church, 'accompanied with masters before and doctors behind, if any be. 'Again, they are to return to school in the afternoon at the first 'bell, where they are to be exercised till the second bell in reading 'their foresaid sacred lesson, and at the second bell to repair to 'church orderly, as in the forenoon. After noon they shall return 'incontinent after the same order, with master and doctors, to 'school, when, after a short prayer had by the master, expressing 'thanks to God for the liberty of his own day, and the use of his 'ordinances, and supplication for his effectual blessing unto them,

'the master settling himself in desk, and all the scholars in deep 'silence, he, according to his discretion, shall call up some of every 'class, and require of them their observations of both the sermons, 'and enlarge points to them occasionally for their capacities as they 'have been taught; and after a large hour's space, having ordained 'them to keep within doors, exercised in the study of their sacred 'lessons and meditation of what they have been hearing, he shall 'dismiss them with psalms and prayer.' School directories.

The directory of Peebles Grammar School in 1655, was almost identical with that of Elgin, both for Sunday and week-days, and will be found in the special report on the school. The regulations of Dunbar in 1679 entered minutely into the question of discipline, and defined the exact temper and method with which punishment should be inflicted. 'If children,' they say, 'may be 'won by words or threatenings, it is expected that the masters will 'make use of prudence in their actions, and spare the rod as long as 'it may consist with the good of the children; but if neither fair 'words nor threats will gain them, then shall the masters show, both 'by their words and countenance, an aversation to passion and a dis-'like to the action, with suitable expressions to that purpose, in 'which humour they may correct; so that they may be as angry as 'they will when they intend not to correct, but not to be passionate 'when they correct, mere necessity for the welfare of the children 'compelling them to it, but not for every trifle to stupify them with 'strokes.' The same regulations also limited the ordinary play time to an hour and a half on Tuesdays and Thursdays, and the afternoon on Saturday. Peebles and Dunbar.

These directories, so far as they have been quoted, give a fair representation and idea of the usage in other public schools during the seventeenth and eighteenth centuries. Two things are especially worthy of notice,—the long school hours and the Sunday duties devolved upon the teachers. The former continued down till the beginning of the present century, with certain modifications. In Edinburgh the hour of meeting was first changed about 1640 from six to seven o'clock. In 1696 a further innovation was made in the winter months, when the school did not open till nine o'clock. The afternoon attendance was also gradually curtailed, and the school hours in 1754 were, in winter, from nine till twelve, and again from three till five; and in summer from seven till nine, from ten to one, and from three to five. In 1790 the summer hour of meeting was the same. This is incidentally mentioned by Lord Cockburn in his *Memorials of his Time*. 'They had the barbarity,' he says, 'to 'make us be in school during summer at seven in the morning. I 'once started out of bed, thinking I was too late, and got out of the 'house unquestioned. On reaching the High School gate, I found 'it locked, and saw the yards through the bars silent and motion-'less. I withdrew alarmed, and went near the Tron Church to see 'the clock. It was only about two or three. Not a creature was 'on the street, not even watchmen, who were of much later intro-'duction. I came home awed, as if I had seen a dead city, and 'the impression of that hour has never been effaced.' Length of school hours.

School directories.

The Edinburgh usage as to early and late school hours was universal in other places also. Changes, however, have gradually been introduced in the present century, and six or seven hours' attendance, from nine till three or four, with short intervals, is now, and has for some time been, the general practice in our Burgh schools. It is a curious fact that the barbarous custom of meeting at seven in the morning and that too in the winter months, still exists in full force in our universities.

Sunday work.

The second point to be noticed is the Sunday work imposed upon the teachers. We find traces of this in Edinburgh in 1597, in the regulations of that year, which prescribe the teaching on Sundays of the Catechism in Latin, and of Buchanan's Psalms, but say nothing of the master's accompanying the boys to church. But in Aberdeen the masters continued to do so down at least till the year 1797. There is a letter of that year from Dr. Adam, Rector of Edinburgh High School, to Mr. Dun, his contemporary in Aberdeen, which shows the difference in practice then between the two schools. 'The same reasons,' he says, 'which induce your patrons 'to devolve on parents the care of instructing their children in the 'principles of religion, should have led them to leave your scholars 'to the charge of their relations likewise on Sunday. It is hard 'that your attendance in a particular place should always be exacted 'on that day, and that you should not have it in your power to attend 'what church and hear what clergyman you think proper. Our 'masters have no charge of their pupils on Sunday. We do indeed 'usually prescribe to those boys that are sufficiently advanced a lesson 'to be learnt on Sunday and said on Monday morning, either in 'Castalio's Sacred Dialogues or in Buchanan's Psalms, and we also 'occasionally exercise them on the principles of religion, but we have 'no absolute regulations requiring it.'

Traces of the custom of boys and masters going together to church are to be found in Elgin and Peebles at the end of last century. The master of the Grammar School of the former burgh, in 1793, was threatened with dismissal if he did not desist from preaching on Sundays, and was only continued in office on condition that in place of preaching he should 'every Lord's day con-'vene his scholars, instruct them in the principles of religion, and 'attend divine worship with them in the loft erected for their 'accommodation.' The order to the schoolmaster of Peebles in 1799 was exactly to the same effect. But time and circumstances, which have modified the school hours on week-days and increased those assigned to leisure or play, have long since abolished the enforced Sunday labour of the schoolmaster; and the Disruption of 1843 practically rendered its continuance or re-enforcement an impossibility.

Salaries and Fees.

2. The financial arrangements were much the same as at present. The two sources of income were the salaries paid by the Town-Council and the fees of the scholars. Endowments either did not exist at all, or were so scanty and inadequate where they did exist, that they cannot be taken into account. The poverty of Scotch schools in this respect contrasts with the wealth of those in England.

A single foundation,[1] such as that of Eton or Winchester, possesses larger revenues from endowments or bequests than all the Burgh schools and universities taken together. Private liberality, within the last fifty years, has done something to remove this reproach, but a consideration of the endowments due to this source is reserved for a future chapter on the present financial condition of our public schools. Salaries and Fees.

The salaries paid by the public authorities varied with the position and ability of the burghs themselves. In no case were they excessive, but were calculated very much on the necessities of the schoolmaster, and regulated by the humble estimation in which his services were held. Prior to 1680 the master of the Edinburgh High School had an annual salary of 300 merks, and the four doctors had as much amongst them. About 1680 the head master's salary was increased to 500 merks, and his doctors had each £100 Scots; thirty years later, in 1709, the salaries fixed by the Town-Council were 300 merks for the rector and 250 to each of the under masters. In 1749 a petition was presented from the whole of the teachers to the Town-Council, praying for an increase of their stipends, and it was agreed that the rector should have 600 merks and each of the other masters £20 sterling. The rector's salary was increased in 1845 to £100, but no addition for a hundred years was made to the salaries of the other masters. Subsequent changes have since been made, from time to time, tending on the whole to the better endowment both of rector and masters. In Aberdeen the salaries of the Grammar-school masters have been exceptionally good. This was due, however, to the endowment of Dr. Dun, in 1631. Its annual value was 1200 merks, divided among the rector and three classical masters, in certain proportions. The lands which yielded this income are now very valuable, and had they remained in the possession of the city the masterships would have been the best endowed of any school in Scotland. They were disposed of, however, in 1752, for an annual feu-duty of £169, which since that time has afforded the rector £82 and three other masters £27 a year, and the Town-Council, in addition, have, in the present century, at least supplemented these sums by salaries nearly equal in amount.

In proportion to their means the smaller burghs were probably as liberal as Edinburgh and Aberdeen. In Haddington the schoolmaster's salary, in 1673, was 400 merks, out of which, however, he had to pay his doctor, or assistant, 50 merks a year. The present rector has a free house and a salary of £45, out of which he pays an assistant £20. In Peebles, in 1628, the rector and doctor had

[1] Eton has an income from landed property of £20,569, besides thirty-seven livings in her exclusive gift worth £10,000 a year, with a probable accession of income from lands of £10,000 a year. Winchester has an income of £17,622, besides livings in her gift worth £3,888, and the lion's share in one of the wealthiest houses in Oxford, New College. The Universities of Edinburgh, Glasgow, Aberdeen, St. Andrews, for Arts, Law, Medicine, and Divinity, have in round numbers £25,000 a year; but of this sum, £10,000 is not an endowment, but an annual Parliamentary grant. The endowments of the Burgh schools (that is to say, of schools in burghs) under the partial or exclusive management of Town-Councils, are, at the utmost, £3000 a year, and Parliamentary grants of an uncertain kind add about £750 more.

Salaries and Fees.

between them 250 merks. At present, their representatives, the English master and the Grammar-school master, have together £63 of salary, and a house valued at £40. In Linlithgow, prior to 1652, the master's salary was 200 merks. It was increased in that year to 250, and subsequently to 400 merks, but the Town-Council, feeling this to be too heavy a burden on the public funds, requested the master, in 1707, to accept a smaller stipend, and on his declining to do so declared the school vacant and looked out for a cheaper master, at 250 merks. The present salary is £50, including an allowance for house-rent.

Some of the smallest and least liberal burghs give us a curious view of the estimate of the schoolmaster's office. In Burntisland, in 1596, the schoolmaster had no settled allowance in money, but for his support the Council nominated the 'honestest men' of the town to lodge him in their houses by turns. It is due to the burgh to mention that forty years later he had a salary of 100 merks in lieu of this itinerant and casual mode of sustenance. In Dunfermline, the salary of the master, in 1610, was £100 Scots, from the endowment of Queen Anne, and this was supplemented by the Town-Council, but since 1835 they have withdrawn all payments to the school, except the original endowment of Queen Anne, which is not derived from the burgh funds. In Kirkcaldy, in 1582, a contract was made between the Town-Council and the minister, in accordance with which the latter was to take up and teach a grammar school, with himself as principal and a doctor under him. There is no mention made of salary, but he himself was to be paid by the scholars at the beginning of the year, while his doctor was 'to have his meat about in the town, to wit, of every bairn a day's 'meat.' A similar custom still prevails in some outlying districts of the Highlands, where a schoolmaster is engaged to teach the children at a very moderate fee, and is boarded by turns with the cottars whose boys and girls attend his classes.

The fees paid by the scholars varied just as the salaries did. A distinction was long made between the children of burgesses and of landward parents. The former paid a smaller sum than the latter, in consideration of the circumstance that it was the town alone that paid the master's salary, and consequently its youth were entitled to some advantage. There was a distinction also between citizens and men of rank, so long as the latter continued as a rule to send their sons to the Burgh school. In Aberdeen, for instance, the quarterly fee of each scholar was limited to thirteen shillings and fourpence Scots, unless he were the son of a marquis, earl, viscount, lord, or baron, from whom the masters were entitled to take 'such 'stipend for the instruction of their bairns as the noblemen or 'barons shall be pleased to bestow upon them.'

In ordinary cases, in the seventeenth and first half of the eighteenth centuries, the fee of the grammar-school master was one or two merks for burgesses' children, and an additional charge was made for English, writing, and arithmetic. In the more important burghs the fee of course was larger. As illustrating the rate at different times, down to the present day, we may take Edinburgh and Glasgow, Elgin and Peebles, the two first as representatives of Grammar

schools pure and simple, the two last of Burgh schools, where all the ordinary branches were taught. Salaries and Fees.

In Edinburgh, in 1593, the first and second Regents had a quarterly fee of thirteen shillings and fivepence, the third had fifteen shillings, and the fourth twenty shillings, with a capitation fee from every boy in the school of fortypence, all Scots money. In 1598 a slight addition was made to the fees of the three under-masters, and their salaries were withdrawn 'by reason of their honest allowance' from the scholars. In 1630 there was a uniform fee in all the classes of twenty shillings Scots for each burgess's child. In 1709 the quarterly fee was fixed at 5s. sterling. A hundred years later (1805) it was raised from this sum to 10s. 6d.; and again in 1827, when the Candlemas offerings were abolished, to £1 a quarter; and recent additions that have been made to this charge arise from the fact that English under a separate master is now an imperative part of the course, and that provision has to be made for the English as well as the classical teacher.

In Glasgow, in 1750, the fees were 4s. a quarter, and were raised to 5s. in 1782; to 7s. 6d. a few years later; to 10s. 6d. in 1807; to 15s. when the Candlemas offerings were abolished about 1826; and at present the rate is as follows:—

For the first, second, third, and fourth years—Latin, 15s.; with Classical History and Geography, 20s.; Latin and Greek, 20s.; fifth year's class for Latin and Greek, 15s.

In Elgin, in 1654, the children of burgesses paid twelve shillings Scots, and 'landward bairns the double of that,' for all the branches taught in the English school, namely, reading, writing, arithmetic, and music; the fees in the Grammar School were probably not much higher, for in 1716 the master was authorized to charge a merk Scots 'from each townman's child, and the double thereof 'from each country scholar, besides the other casualties used and 'wont.' In 1803, the school was divided into three departments, and the table of fees was as follows:—

Grammar School.

Latin, . . . per quarter, . .	£0	5	0
Greek, . . . ,, . .	0	5	0
Latin and Greek together, ,, . .	0	7	6

Mathematical School.

Arithmetic, per quarter, ...	0	3	0
,, one hour daily, . . .	0	1	6
Bookkeeping, including three sets, . .	1	1	0
Geography, complete, ...	1	1	0
The elements of Euclid, per quarter, . .	0	10	6
French, ,, . .	0	10	6
Perspective, drawing, fortification, navigation, and all other branches of mathematics together,	0	10	6
And for each branch, singly, each hour, . .	0	4	0

English School.

English, ... per quarter, .	0	2	0
English and writing, . . ,, .	0	2	6
Writing alone, . . . ,, .	0	1	6
Arithmetic alone, . . . ,, .	0	3	0
,, or for one hour, . ,, .	0	1	6
Arithmetic, English, and History, ,, .	0	3	0

Salaries and Fees.

From that time till 1827 no change was made on the scale of fees, when the teachers applied for an increase, and a committee appointed to consider the matter reported, amongst other things, that the emoluments of the three masters from salaries and fees were as follows:—

The Classical master,	£100	0	0
The Mathematical master,	104	16	0
And the English master,	95	12	0

And they in consequence recommended an increase in the grammar school rate to 7s. 6d. a quarter for Latin or Greek, and 10s. 6d. for both together, and similar charges in the other departments. At the present time English costs from 5s. in the lowest to 10s. in the highest class; writing, 2s. 6d.; Latin, 5s.; and Latin and Greek together, 7s. 6d. a quarter.

In Peebles, in 1656, the Town-Council fixed the quarterly fee at 'twelve shillings Scots for each toun bairn, and for the landward 'bairns they left it to the benevolence of their parents, as they and 'the schoolmaster could agree,' and the reason they gave for this distinction was, that the landward parents paid none of the teacher's stipend. The subjects taught for this fee by the master and his doctor were Latin, English, writing, arithmetic, music, the Bible and the Catechism; the hours of teaching were from six in the morning till six at night (with intervals for breakfast and dinner) on week-days, and his contract bound the teacher to be with his scholars on the Sunday morning at eight o'clock, to accompany them twice a day to church, and not to dismiss them till he had taken account from them of the afternoon's sermon, and examined their notes of the preaching; so that even on that day of rest his work was probably not less than six or eight hours. In 1796 the quarterly fee for reading, writing, and arithmetic, which had been fixed at 1s. in 1782, was raised to 1s. 6d. for reading, and 2s. including writing and arithmetic. Fifteen years later the fee was 2s. 3d., and including Latin 5s. The present rate is 2s. 6d. for Latin, and for English, writing, and arithmetic, from 2s. 6d. in the lowest, to 7s. in the highest class.

Candlemas offerings.

In addition to their fees the masters were allowed a voluntary offering from the scholars, styled the *bleis silver*,[1] generally a quarter's fee in amount. 'It was a gratuity presented to teachers by 'their scholars at Candlemas, when the pupil that gave most was 'pronounced *king*. The designation appears to have originated 'from the Scottish word *bleis*, signifying anything that makes a '*blaze*, it being conjectured with great probability that the money 'was first contributed for this purpose at Candlemas, a season 'when fires and lights were annually kindled. Candlemas was a 'holiday; but the children in their best attire, and usually accom-'panied by their parents, repaired to the school, and after a short 'while spent in the delivery of appropriate orations, the proper 'business of the forenoon commenced. The roll of the school was 'solemnly called over, and each boy as his name was announced,

[1] Steven's *History of the High School of Edinburgh*, p. 67.

'went forward and presented an offering first to the rector, and 'next to his own master. When the gratuity was less than the 'quarterly fee no notice was taken of it, but when it amounted to 'that sum the Rector exclaimed, *Vivat;* to twice the ordinary fee, '*Floreat bis;* for a higher sum, *Floreat ter;* for a guinea and upwards, *Gloriat!* Each announcement was the precursor of an 'amount of cheering commensurate with the value of the "offering." 'When the business was over, the rector rose, and in an audible 'voice declared the *victor*, by mentioning the name of the highest 'donor. There was usually an eager competition for the honour of '*king*. It has been averred in regard to a provincial school on one 'of these occasions, that a boy put down a guinea to insure the 'enviable distinction of being *king* for the day, when the father of 'a rival scholar gave his son a guinea to add to the first "offering," 'whereupon an alternate advance of a guinea each took place, till 'one had actually laid down twenty-four, and the other twenty-five 'guineas.'[1] Another contribution or offering of a smaller amount was called *the bent silver*. 'In days of old, when many of our 'houses boasted no better floors than the bare earth, it was customary to lay down rushes or bent to keep the feet warm and dry, 'as well as to give a more comfortable appearance. At the close 'of the sixteenth century, and commencement of the seventeenth, 'during the summer season the pupils had leave to go and cut bent[2] 'for the school. As in these excursions the bent collectors "often-'times fell a wrestling with hooks in their hands, and sometimes '"wronged themselves, other times their neighbours," it was resolved that the boys should have their accustomed holiday, and 'that every scholar should present the customary gratuity (four-'pence), to the master on the first Monday of May, and on the 'first Mondays of June and July, which are commonly called the 'bent silver play, with which money the master was to buy bent or 'other things needful for the school.'[3]

Salaries and Fees.

With their emoluments from all sources, salaries, fees, voluntary offerings, and from offices that they sometimes held along with that of schoolmaster, such as that of session-clerk and precentor in the church, the teachers in our burgh schools were never paid at an extravagant rate. At the close of last century, Dr. Adam, in a letter to the rector of the Grammar School of Aberdeen, expressed what was probably the general feeling of the schoolmasters both in Edinburgh and elsewhere as to the inadequacy of their salaries and incomes. 'I suppose there is as little cause with you as with us,' he says, 'for magistrates to restrict masters from receiving additional 'emoluments from their scholars. I hope your magistrates have 'been more liberal than ours in giving you adequate salaries, that 'they thus inhibit you from receiving any other thing. Were this 'to take place among us we should be deprived of a considerable 'part of our income. The poor encouragement, and the contume-

Inadequate income of teachers from all sources.

[1] Steven's *History of the High School of Edinburgh*, pp. 66-7.

[2] In Elgin in 1653, the Council summoned George Cumming, schoolmaster, before them, 'for not going to the rashes with the bairns.'

[3] Steven's *History of the High School of Edinburgh*, p. 68.

Salaries and Fees.

'lious treatment those of our profession generally meet with, is 'neither for the honour nor advantage of the country. While the 'emoluments of every other rank of men in the public service have 'been augmented, those of schoolmasters in Scotland, for the most 'part, remain the same. Neither the salaries nor the fees in our 'schools have been increased for nearly a hundred years. Our 'employers, indeed, in general have raised the quarter payment, 'but nowise in proportion to what the teachers of other branches 'of knowledge receive. But we in towns are tolerably well in com-'parison with our poor brethren in the country.'

Masters.

3. Of the relation of the masters towards each other no general description can be given suitable to all times and all burghs. In Grammar schools, properly so called, there has usually been a rector or head master, with one or more doctors under him. The name of doctor has long since disappeared, but the office still exists under other titles,—master, assistant, etc. The rector or head master had considerable authority over the others in early times. In Aberdeen Grammar School, for example, when it received the constitution that it still substantially retains, in 1631, it was laid down as a rule that the rector should 'teach the high class of the school, and 'have the inspection and oversight of the rest of the masters.' And in Edinburgh, in like manner, the regulations of the Council at successive times show that the rector was intrusted with definite power, and occupied a different position from the rectors of the present day. In 1598 he was appointed, with a general oversight over all the doctors or regents. In 1630 it was especially enacted by the patrons, that while not entitled to put in any doctors except those presented by the Council, he should have power, upon misdemeanour, to deprive any of them of their office; with the provision, however, that he should not exercise this authority without first informing the Council and giving his reasons for deposing the master. In 1710 the rector was empowered to interfere only in grave cases of discipline, to exercise a general oversight, and to admonish a master privately if he neglected his duty or performed it superficially. For continued neglect he was to admonish him publicly before his colleagues; and if he paid no regard to this second remonstrance, the rector was without delay to represent the matter both to the Magistrates and the Town-Council. In Glasgow there was a rector, with general superintendence over both masters and scholars, till the year 1782, when a committee of the Town-Council, to whom the question of school-reform had been referred, advised, amongst other changes, that it would be for the interest of the school that the office of rector should be discontinued, and that the business should be conducted by four masters, with equal rank, authority, and salaries; and that the business of the rector, viz., of presiding in the common hall, directing the discipline of the school, and regulating the method of study, should in future be conducted by them all in common,—the master of the oldest class for the time being to have the casting vote. The office of rector was subsequently re-established in 1816; but he was a mere shadow of his former self, and was merely master of the highest class, in which,

besides Latin, the elements of Greek were taught, and he had no charge, superintendence, or control over the other teachers.[1] Masters.

One very invidious duty, both in Edinburgh and Aberdeen, the rector and masters had to discharge in reference to each other. At the annual visitation of the school, when the proper business was finished, the head master withdrew, and the others were requested to state anything they knew against him; and in like manner the doctors were likewise removed, and 'trial was taken what the master 'or any other had to say against them, or any one of them.' This custom we find in use in Edinburgh in the year 1709, when, the school having fallen into a bad condition, the Council 'called the 'master and doctors before them, to take trial of the cause thereof. 'Having removed the doctors, and interrogated the master, whether 'or not the decay of the school did proceed from the negligence or 'insufficiency of the doctors, he answered, that so far as he knew 'the doctors did duly attend in the discharge of their duty; but 'alleged that the decay did proceed from the great number of 'private schools in the town. And being interrogated as to his 'method of teaching and books that he taught, he gave a full 'account of them; and it being alleged that the decay of the 'school was his want of authority in discipline, he replied that it 'was always his practice to keep a middle way, avoiding too much 'severity or too much lenity. Thereafter the doctors were called 'in, and the master removed; and they being also interrogated 'whence the decay of the school did proceed, they alleged that it 'did proceed from the number of private schools.' In Aberdeen the traces of this inquisitorial spirit continued down at least till the end of the last century (how much longer we cannot say), and that in its most humiliating form, in the presence, namely, of the boys. In reference to this, Dr. Adam writes to his friend, the rector of Aberdeen:—'As to the stated meetings for public discipline, I very 'much disapprove of them. What is said might do very well for 'private advice; but there seems no necessity for publishing it to 'the boys; and I cannot see the propriety of solemnly interrogating 'you in their presence how far these regulations have been strictly 'observed or not during the preceding year. Whatever tends to 'diminish the authority of a teacher in the eyes of his scholars, as 'this proposal seems to do, is surely hurtful.'

In a second class of burghs, where the authorities supported a Grammar school for Latin and Greek and an English school for elementary branches, as in Elgin and elsewhere, the masters were independent of each other, as long, at least, as they continued apart; and when they were brought together, as many of these separate schools were at the beginning of the present century, under the name of Academies, although the title of rector is frequently found associated with one or other of the masters, it neither implied nor conferred any authority.

In a third class of burghs, where there was but one school from time immemorial for all the branches of education, there was usually a head master, who taught Latin, and a doctor or assistant

[1] The office of rector was finally abolished in 1830.

Masters.

under him, who taught such subjects as he was directed to teach by his superior. But even in such cases, the doctor not unfrequently contrived to emancipate himself, in course of time, into an independent master; and all throughout Scotland, in every class of burgh that we have indicated in the above threefold division, the growing tendency has been for the separate departments of each school to acquire absolute independence; so that each school is practically a small republic, in which there are as many heads as there are masters.

Tenure of office *ad vitam aut culpam.*

In reference to the tenure of the master's office, there was very considerable diversity of practice on the part of the patrons. In very early times, it seems to have been clearly understood by the Town-Council that the office was for life; and one of the great difficulties that the Town-Council of Edinburgh in 1580 had in getting rid of an obnoxious schoolmaster, was the fact, as stated in their own records, that he 'was provided to his office during his 'lifetime.' During the seventeenth and eighteenth centuries, the patrons frequently made special agreements with their masters; and there are probably few burghs in Scotland in which, if their records were searched, it would not be found that the tenure of office of the schoolmaster, at one time or other, was stipulated to be for a shorter period than life. Sometimes it was terminable at the end of three years, as in Elgin; sometimes at the end of ten, as in Dunfermline; sometimes at the pleasure of the Council, as in Edinburgh, in an enactment passed in 1719. But occasions arose every now and then when the schoolmasters kicked against these temporary appointments, and refused to acknowledge their legality; and the judgments of the Court, from time to time, have all tended to show that the Town-Councils have acted *ultra vires* in electing the schoolmasters for a limited period, and that they hold their office, and have always held it, for life.

Scholars.

4. Since it was first enacted that barons and freeholders of substance should put their eldest sons to the Grammar schools until they had perfect Latin, and continue them afterwards for three years at a school of art and jure, the schools, and in a less degree the universities, have undergone a radical change in the class of persons frequenting them. There can be no doubt that in the sixteenth and seventeenth centuries the Grammar schools, not in the chief burghs only, but in places of less importance, were resorted to by the children of the nobility and higher gentry, as well as by the middle and better sort of the lower class. Even till the end of the eighteenth century they were still the schools where the children of the gentry, as a rule, received a part of their classical education. At present they are almost exclusively supplied from the middle ranks, including in that general description, tradesmen and shopkeepers at the one end, and professional men and the less wealthy landed proprietors at the other, but having few or no representatives of the lowest or highest classes on their benches.

Their social position.

The main cause that has led to the withdrawal of the lowest classes from them is the rate of fees, which, though moderate enough, are beyond the means of the poor in all our best Burgh schools,

and are adapted for them only in the case of those burghs where the school is, in fact, as it is sometimes also in name, the Parochial school. The causes that have led to the withdrawal of the highest classes are more complicated, but are neither far to seek nor unnatural. Indeed, before the present century, they may all be comprehended under one chief cause, the root and source, directly or indirectly, of all the rest—the union, namely, of the two kingdoms—imperfectly at first under James VI., and interrupted during the whole of the seventeenth century by civil strife, but cemented in 1709, and every day since that tending more and more towards culmination. Naturally and irresistibly the attractions of the greater kingdom have drawn towards it our chief nobility and gentry. Their avocations as members of one or other of the Houses of Parliament have necessarily taken not a few of them thither. In a memorial which he submitted to his patrons in 1718, the rector of the High School of Edinburgh petitions for an increase of salary on this very score. 'There were then,' he says, 'scarce any of the 'nobility and very few of the gentlemen of the county residing in 'Edinburgh, and the youth who attended his institution were 'almost altogether the children of burgesses.' Scholars.

The fame of the great English schools themselves, their less mixed character, their being the natural entrance to Oxford and Cambridge, and the places where the sons of the nobles and gentry would find their future companions and equal associates, and, above all, the adherence in the main of the highest ranks to a different form of religious faith from that professed by the mass of Scotland, all account for the gradual disappearance of the very highest classes from the public Burgh schools.

Their example, again, has naturally acted on a class somewhat below them, and the tendency has increasingly been with that class also to give its sons an education in England. But this rapid process in recent times has no doubt been mainly due to the greater facilities of travelling that railways have put in our power, bringing together places the most distant, so that Caithness and Ross-shire are now nearer the centre and the south of England than they were to Perth, Aberdeen, or Edinburgh but a few years ago. Wealthy parents therefore, not necessarily of the highest class, are no longer tied down to particular towns or localities, but can send their children where they please. Edinburgh and the larger provincial towns are benefited by the extended area from which they derive their supplies. To the smaller burghs, however, there is no compensation on this score, and great and small alike must more and more content themselves with drawing on the middle ranks of the community for their support. Fortunately that class is so large, and contains so many grades, that the schools can still boast to represent the great body of the community, and to be really national institutions.

It is a fact, however, that the numbers attending them, so far as we can judge from rather imperfect and uncertain data, do not seem to have largely if at all increased for more than a century. In Kirkcudbright, at the beginning of the present century, according to Their numbers.

Scholars.

the statement of Mr. M'Lellan, the late town-clerk, the number of scholars in the Academy was nearly 300. It is not half that number now. In Greenock, in 1823, there were 94 scholars in the Grammar School, and at present there are 86 in the classical department, which corresponds to it. In Glasgow, the average attendance at the Grammar School in 1816 was 505.[1] This was before the introduction of new subjects and departments, and while the school was exclusively a classical seminary. At the present day the total numbers are about 650, showing a considerable increase since 1816; but of these the great majority are learning the branches that have since been introduced into the school, and only 271 are in the classical department, the representative of the old Grammar School. In Dundee, the numbers in the Grammar School have not increased much if at all for twenty years. In Aberdeen, the attendance for the last seventy years has fluctuated; but, on the whole, successive periods show an increase.[2] In Edinburgh, the numbers in the year 1630 were 180, and from the complaint of the rector of that day there is reason to believe that this was much below the average of former years, certainly below what he had been led to expect when appointed to his office. From 1758 to the present day there is a list of the enrolments. The numbers at successive periods of twenty-five years show the growth or diminution that has taken place from time to time. In 1760 there were 151 scholars; in 1785, 510; in 1810, 619; in 1835, 380; and at the present time there are 376. The largest attendance of any year was 1820, when 890 scholars were enrolled, a larger number than the present pupils of the High School and Academy together.

System of promotion.

As a general rule, the scholars in the Grammar and Burgh schools have been promoted by seniority and not by examination from year to year, and this usage has become so inveterate and universal, that it is generally imagined to have been inherent in the Scottish system from the first; but in the best of the schools it was not always so. In Edinburgh, in the directory of 1598, it was enacted that boys intended for any class in the school must first be presented to the principal master, in order that he might enrol their names in his book, and by trial of their ability fix the class for which he found them fit. No regent was permitted to put forward or keep back any pupil without the consent of his superior, but all boys who were found by the principal unable 'to hold with their marrows' or

[1] Cleland's *Annals of Glasgow*, vol. ii. p. 415.

[2] Grammar School, Aberdeen.

Statement of the Number of Scholars attending the School in the following Years:—

	1796.	1801.	1810.	1820.	1830.	1840.	1850.	1860.	1866.
First Class,	30	42	54	56	26	32	68	73	58
Second do.,	38	45	40	39	66	30	53	51	52
Third do.,	31	40	54	41	44	37	40	45	63
Fourth do.,	20	25	29	32	33	33	50	59	42
Fifth do.,	20	9	34	34	54	22	111	109	70
Total,	139	161	211	202	223	154	322	337	285

equals, were to be put back by him at the quarterly examination; and in the revised directory of 1710 it was ordained that 'at the 'ascension of the classes, particular care be taken that such only be 'allowed to advance as understood tolerably well at least those 'things that have been taught the preceding year.' Even to the present day an excellent rule on the subject exists in Aberdeen. 'On a certain day of November in each year, the school will be 'opened after the competition holidays for the entrance examination 'for the various classes, the subjects of examination being the work 'of the previous three months in each class. Pupils intending to 'join the first class will have to pass an entrance examination, which 'will consist in writing to dictation a few simple English sentences, 'and showing a sufficient knowledge of the elements of English gram-'mar. Pupils from other schools will be examined separately by 'the masters of the classes which they propose to join, on whatever 'books they have been previously reading.' But this excellent rule is never acted upon, and Aberdeen, in common with other Scottish schools, goes upon the principle of rejecting none, and promoting all alike by seniority. Scholars.

In the early history of the schools, the turbulence of the scholars is a most noticeable feature. It seems to have shown itself in its most aggravated forms in Edinburgh and Aberdeen; but even in the smaller burghs the spirit of rebellion and insubordination prevailed in a form quite unknown to modern times. In the Presbytery's report of the Elgin school in 1640 the progress of the scholars was said to be not altogether what could have been wished, and the reason asigned was the troublesome times, and the untowardness and insolence of youth taking occasion thereupon. In Banff, in 1698, severe measures were passed by the Council for the punishment of certain scholars who were encouraged by their parents in rebellion against their masters. In Dunbar, in 1679, the turbulent spirit seems to have assumed the form of public damage to the glass windows of the church and school, of breaking desks and locks. Fugitives, with those that maliciously rebelled against their masters, were to be punished with severity; and where the stubborn parties were too strong 'the aid of the magistrates was to be invoked.' Turbulence of scholars.

In Aberdeen, in 1580,[1] it was found requisite to pass an Act of 'Council ordering the scholars on their entry to find caution under 'the penalty of £10 for their good behaviour, and for paying due 'obedience both to the magistrates and their masters.' 'In 1612, 'the pupils repining at the severity of the rector's discipline, became 'mutinous, and determined to resent it at their own hands. Having 'armed themselves with hackbuts, pistols, and other offensive weapons, 'they took possession of the Sang School, and were threatening to 'commit acts of outrage, when the magistrates were obliged to inter-'fere their authority to prevent it. The ringleaders of the juvenile 'insurrection were apprehended and sent to prison, and twenty-one 'of the most prominent insurgents were expelled, not only from the 'Grammar School but from all the other schools of the town.' A less formidable piece of insolence was manifested about the middle

[1] Kennedy's *Annals of Aberdeen.*

Scholars.

of the eighteenth century. It had been customary up till that time for the magistrates to present the best scholars with certain prizes of books at the yearly examination. It so happened that the best scholar of his year received a volume of moderate dimensions and value, while a second prize-taker below him, who was in favour with the authorities, from his rank or some other good reason, was presented with a more costly gift. Unable to bear this act of partiality, the dux flung his book at the heads of the astonished authorities, who were so indignant that they passed a resolution abolishing for the future all prizes from the magistrates.

Edinburgh took the precedence in the general spirit of tumult and rebellion. About the end of the sixteenth century there is frequent mention of periodical disturbances or 'barrings out' carried on by the pupils of the High School. In 1580, the scholars were so turbulent that nine of them were committed to prison and fined for their misconduct. In 1587 there was a formidable barring out, which was not quelled until the civic authorities were assembled, and an entrance obtained by shattering the principal door to pieces. When they entered, they found that, besides provisions for several days, the scholars had in their possession fire-arms of every description, swords and halberts, and other weapons, which fortunately were not used on this occasion. On 15th September 1595 the most serious affair of this nature occurred. According to established custom the scholars sought a week's holiday from the magistrates. Their request was refused, and the boys, most of them 'gentilmenis bairns,' entered into a contract to revenge themselves upon the magistrates. They provided themselves with fire-arms and swords, and in the dead of night took possession of the school-house, and strongly barricaded and guarded every entrance into it. The rector having failed to effect an entrance, called in to his aid the municipal power. John Macmoran, one of the magistrates, immediately came to the High School with the city officers to force an entrance. Upon their appearance in the yards the boys became outrageous, and appeared determined to oppose them to the utmost. William Sinclair, son of the Chancellor of Caithness, one of the ringleaders, was seen to take his stand at a window overlooking one of the entrances, and commanding all that was going on without. Macmoran, not anticipating any danger, was urging his officers to force the door with a long beam used as a battering-ram. Sinclair remained at his window, threatening to shoot Macmoran if he did not desist. He persisted, and had nearly burst open the door, when a shot in the forehead from Sinclair's pistol killed him on the spot. Immediately on this there was a rush of citizens to the school. They burst into the place and carried the rebels off in a body to the Tolbooth. A formal deputation from the Town-Council carried the news to the King. Seven of the boys were kept in prison for two months, at the end of which time they presented a memorial to the Privy Council complaining of the treatment to which they were subjected, declaring their innocence, and demanding, as the sons of barons or landed proprietors, to be tried, not before the magistrates of Edinburgh, but before a tribunal the majority of whom should be peers

of the realm. The particulars of the trial have been lost, but the prisoners were soon after liberated without further punishment. There are subsequent notices of rebellion on the part of the scholars in Edinburgh, as late even as the year 1716, but none so serious as this. Scholars.

It is hard to say whether this mutinous spirit was the cause or the result of the severe discipline attributed to our early schoolmasters. But another explanation of it, in the cases above mentioned, is to be sought in the large admixture of the sons of the nobility and gentry in the schools. Apart altogether from the natural 'untowardness and insolence' of youth, they would, of course, regard their teachers as inferiors, and this want of respect would be increased by the subordinate position in which the masters were held by the authorities. It is a significant fact, at all events, that we hear little of rebellion and mutiny of the scholars after the Union in 1709, when the sons of the nobility began to be educated in England; and no mention of them since the beginning of the present century, when our Burgh schools, even in the chief towns, had become very much the seminaries of the middle classes, and the gentry had followed the example of the nobles. Causes of the mutinous spirit.

5. The subjects taught in the Grammar schools were much the same before as after the Reformation. Their classical character may be gathered from the description given of Logie-Montrose, about 1570, by James Melville, nephew of Andrew Melville. 'We 'learned there,' he says, 'the rudiments of the Latin Grammar, 'with the vocables in Latin and French, also diverse speeches in 'French, with the reading and right pronunciation of the tongue. 'We proceeded further to the etymology of Lilius and his syntax, 'as also a little of the syntax of Linacer; therewith was joined 'Hunter's Nomenclature, the Minora Colloquia of Erasmus, and 'some of the Eclogues of Virgil and Epistles of Horace; also 'Cicero his Epistles ad Terentiam. There also,' he adds, 'we 'had the air good and the fields reasonably fair, and by our master 'were taught to handle the bow for archery, the club for golf, the 'batons for fencing, also to run, to leap, to swim, to wrestle, to 'prove pratteiks, every one having his match and antagonist both 'in lessons and play.' Of Montrose itself, he says, 'The master of 'the school was a learned, honest, kind man. He was very skilful 'and diligent. The first year he caused us to go through the 'Rudiments again, thereafter enter and pass through the first part 'of the Grammar of Sebastian; therewith we heard Phormione 'Terentii, and were exercised in composition. After that we entered to the second part, and heard thereat the Georgics of 'Virgil, and diverse other things.' Subjects of instruction. Latin.

Greek was introduced into some of the schools about the same time as that to which the above extracts from Melville's Diary refer. The town in which it was first taught was Montrose, in the year 1534. The honour of introducing it is due to John Erskine of Dun, who on his return home from travelling on the Continent of Europe, brought with him a Frenchman skilled in the Greek language. Through this means, it came to pass, that Andrew Greek.

Subjects of instruction.

Melville acquired it in 1557 from a teacher named Marsilliers, and established its study afterwards in the two universities of which he was Principal in succession,—Glasgow, namely, in 1575, and St. Andrews in 1580. Indeed, he may be said to have introduced its study into both of them, for in Glasgow it was unknown before his time, and of St. Andrews, in the year 1575, his nephew says, 'Our 'regent (or tutor) began and taught us the A B C of the Greek, 'and the simple declensions, but went no further.'

It was taught somewhat earlier in the University of Aberdeen, if there is any truth in the statement of Bishop Leslie that James v., during his progress through the kingdom in 1540, was entertained by the students reciting 'orations in the Greek and Latin tongues 'with the greatest skill.' M'Crie, in his *Life of Knox*,[1] quotes this statement, but is very much disposed to doubt its accuracy. Indeed, it would be somewhat marvellous if it had obtained even a footing in our universities at so early a date. Its study was, however, ordained in the First Book of Discipline in the year 1561.

In connexion with this subject, we may mention that Greek was first taught in Cambridge by Erasmus in 1510, and that it was only after an obstinate struggle that it was introduced into Oxford about the same time, and a Greek professorship there was first endowed by Wolsey in 1519. A party of students opposed to its introduction, under the name of Trojans, tried to put the first lecturer down by clamour and violence, but fortunately the king interfered in favour of the Grecian side. In the English public schools we find traces of it as early as 1518. By the statutes of St. Paul's school in that year, the master is to be 'lerned in good 'and clene Latin literature, and also in Greek, if such is to be 'gotten,' and a wish is also expressed, that the scholars should be 'taught always in good literature, both Latin and Greek.' This is by no means conclusive evidence that it was taught quite so early, but as the masters in the English schools about 1530 included among them Lily (of St. Paul's), and Nowell (of Westminster), men of learning, the boys under their charge at least were probably taught the elements of the language. In the statutes of the new Cathedrals established by Henry VIII. in 1541, it was provided that there should be a Grammar school for each, with a head master learned in Latin and Greek; and the conclusion to which Hallam comes on the subject is, that before the middle of Queen Elizabeth's reign, or the year 1580, the rudiments of the Greek language were imparted to boys at Westminster, Eton, Winchester, St. Paul's, and in some also of the less important schools.

Of Scotch Grammar schools, Perth seems to have been the first in which the Greek language was taught. In the year 1558, Mr. John Row, one of the early reformers, was settled as minister in Perth. He was a Greek and Hebrew scholar, and taught these languages to his boarders who attended the Grammar School. He gave lessons also in Greek to Simson, the rector of the school, 'by 'which means,' says M'Crie, 'it came afterwards to be taught in

[1] Note C.

'Perth.' It gradually extended to other schools, and in the first quarter of the next century, we have notices of its existence in various places. It was taught in Prestonpans in 1606, and in Edinburgh, in the year 1614, a class was established in the High School for the rudiments of the language. In the election of a head-master a few years later, there was a comparative trial of two candidates in Latin and Greek. In many of the smaller burghs, however, Greek, if it was ever introduced at all, took but a slight hold, and even in the larger ones, it enjoyed but a precarious existence. In Edinburgh, for example, it seems to have ceased to be a branch of study very shortly after its introduction, and did not take its place again till Adam was rector. For, in 1772, a few years after his appointment, there was a remonstrance from the Principal and Professors of the University, in which the following remarkable passage occurs:— Subjects of Instruction.

'We beg to lay before our honourable patrons some particulars 'which affect the prosperity of the University so nearly, and are of 'such importance to the plan of education in this city, as to call for 'their immediate attention and interposition.

'About the beginning of October, the rector of the High School 'opened a class for teaching the elements of the Greek language, 'which a considerable number of his scholars attend. In this, as 'well as all other Universities of Scotland, the Greek class is elemen-'tary. The professor begins to teach his students the first 'principles of that language, and instructs them in the grammar 'until they are capable of reading the authors in that language.

'By this innovation of the rector's, it is evident that an encroach-'ment is made on the province of the University, and he deprives 'the professor of Greek students, who, according to the accustomed 'course of education, should have attended his class. We have 'inspected two sets of regulations concerning the course of educa-'tion in the High School, framed by the Professors of the University 'at the desire of the Magistrates, and confirmed by Acts of Council, 'the one in A.D. 1644, the other A.D. 1710; and by both of these 'the High School is considered only as a Latin school, nor have 'any of the present rector's predecessors thought themselves 'entitled to teach Greek.

'As the Magistrates and Town-Council are patrons both of the 'University and High School, we trust, in their attention to the 'welfare of both these seminaries of learning, that they will prevent 'any interference between them, and will not permit such an en-'croachment upon the University by a master under their authority, 'but limit him to his proper function of teaching the Latin language, 'as sufficient to employ his whole time and attention.'

In Dundee, it was certainly not taught at the beginning of the present century. In Glasgow, a rector's class was formed in the year 1815, in which, besides Latin, the elements of Greek were also to be taught. In Elgin, whose school records have been more thoroughly searched than those of any other town in Scotland, a master, able to teach Greek as well as Latin, is first mentioned in 1723, but the first notice that we have of the classes being examined

Subjects of Instruction.

in Greek is in 1795, when Homer is especially mentioned as the author whom they had been reading.

Hebrew.

An atttempt was also made to introduce Hebrew into the Grammar schools. It proves the zeal of the early reformers for learning, but the failure to establish it as a usual branch of study is not a matter to be regretted. It was first taught by Mr. Row, in the city of Perth, to the boys who boarded with him, in the year 1558. In 1606, the school of Prestonpans was built and endowed by the Rev. Mr. Davidson as a trilingual seminary for Latin, Greek, and Hebrew; and in 1644, Hebrew was added to the course of study of Perth Grammar School. At the present time it is taught in no Grammar school in Scotland.[1]

English and the common branches.

In regard to English and the elementary branches there was a distinction in practice between the smaller burghs and those of greater consequence. In the former the Grammar school usually taught all the branches of education, and did very much the same work in towns as the Parochial schools in the rural districts. In them, English, writing, and arithmetic very early came to be recognised as departments in the school. In almost every case, however, the duty of the rector was confined to classics, and his subordinate master, the doctor, taught the inferior branches. Sometimes also it was permitted to females to teach boys under ten years of age, and girls to a more advanced period, although, long before the beginning of the present century, as a rule, in the smaller burghs, both boys and girls were educated in the same school in all the subjects usually taught. In this respect they present a contrast to the larger and more important towns,—Edinburgh, Aberdeen, Glasgow,—where only boys are admitted, and no provision is made for girls in the education afforded and paid for out of the general funds.

In the larger burghs, English was not a branch of the Grammar school, properly so called. In Edinburgh, for example, Latin was the only subject taught until the year 1593, when a master for writing (and probably arithmetic) was appointed. It was not imperative on the boys to attend his class, and as late as 1704 the Town-Council requested the rector and his colleagues to use their influence in his favour, from which it may be inferred that he had received little encouragement in his vocation. Geography was introduced in 1715, and was taught only in the rector's class. In 1827, when the school was re-organized, the classical masters were instructed to teach English literature, history, and geography. A French master was also appointed at the same time; arithmetic was taken from the writing-master, and, together with mathematics, formed into a new department. German was first taught in the school in 1845, and it was only in 1866 that English was taught as a separate branch by special masters.

In Glasgow, the Grammar School continued to be exclusively a classical seminary till 1816, when a teacher of writing and arithmetic was appointed. In 1834, mathematics, English, and French, were added to the course.

[1] In England it is still taught in Merchant Taylor's school in the two highest forms, and (we believe) in the German schools, to those who intend to follow the clerical profession.

In Aberdeen, it would appear, from the directory of 1553, that arithmetic was a part of the course from a very early period, but it is only within a year or two that English began to be recognised as a special department. It had been taught for some time by the classical masters as a part of their regular course. In two of these schools, Edinburgh and Aberdeen, it is only the higher English that is taught,—grammar, composition, and literature; but in Glasgow (so rapid has the change been from its first introduction) there are elementary classes for beginners in English, just as in the smaller burghs and the Parochial schools, for children, that is to say, of six or seven years of age. Subjects of Instruction.

In Montrose, up till the beginning of the present century, the Grammar School was exclusively devoted to classics. In Stirling, Latin and Greek alone were taught in the Grammar School as lately as 1853. In Dumfries, the English School, as distinguished from the Grammar School, was suppressed in 1724, and its master received notice that his services and salary would be discontinued, as the Town-Council had resolved 'that the Latin and English languages 'should be taught in the High School of the burgh in future by the 'classical masters.' Even in Banff, little more than a hundred years ago, in 1762, the only Public school of the burgh confined its teaching exclusively to Latin, and the inhabitants in consequence were at that time compelled to send their children to rural schools for instruction in English, writing, and arithmetic. In all of these, English, from the very beginning, is now a recognised part of the course.

The want of English and such other elementary branches as were not taught in the Grammar school was supplied in various ways, chiefly by the Lecture schools already noticed, by Sang schools, and by Private schools, tolerated or licensed by the authorities. This was the case in Edinburgh, where, in the year 1519, we find it ordained by the Provost and Bailies that no persons within the burgh should put their children to any other than the Grammar School, except only for learning 'Grace-book and Primer.' In 1724 the number of teachers tried and licensed is limited to five, and in 1792, Leechman, who taught Sir Walter Scott English, was one of the four English masters licensed and appointed by the magistrates.

But in connexion with the growth of English schools for the ordinary branches, alongside of the Grammar schools, or forming a department of the Burgh school, the Sang school deserves especial notice. As the name implies, the Sang schools were originally for teaching music. They existed in some cases before the Reformation, for in Ayr we find notice of a music-master as early as 1536, but they mainly owe their origin to an enactment passed in 1579, which is in the following terms:—'For instruction of the youth in the art of 'music and singing, which is almost decayed, and will shortly 'decay, unless timeous remedy be provided, our sovereign Lord, 'with advice of the three Estates of his present Parliament, requests 'the Provosts, Bailies, Council, and community, of the most special 'burghs of this realm, and the patrons and provosts of colleges where 'Sang schools are founded, to erect and set up a Sang school, with Sang schools for Music and English.

Subjects of Instruction.

'a master sufficient and able for instruction of the youth in the said 'science of music, as they shall answer to his Highness upon the 'peril of their foundations.' This Act appears to have been very generally obeyed; and in the second volume of the Miscellany of the Maitland Club, in 'the extracts from the accounts of common 'good of the various burghs in Scotland,' relative to the payments for schools and schoolmasters, between the years 1557 and 1634, there are many entries of salaries paid to teachers of music. These payments vary from £266 Scots, at the highest, for 'fee and 'house mail,' to £6, 13s. 4d. Scots, at the lowest.

The number of these schools cannot be accurately ascertained, but in the special reports on the Burgh schools there are no fewer than fourteen which at one time had Music schools attached to them. For their support, not unfrequently endowments were made from the Church lands. Thus, in Elgin, whose Sang School was founded in 1594, a portion of the property of the Hospital or Maisondieu was mortified by royal grants to the Magistrates and Town-Council for this purpose. In Dunfermline, in 1610, Queen Anne, wife of James VI., mortified, in the hands of the Town-Council, £2000 Scots for the support of the schoolmaster of the burgh and a teacher of music, and the Town-Council bound themselves, and their successors, to pay each of them £100 Scots, or £8, 6s. 8d., annually, as the interest of this sum. Besides teaching music, the master of the Sang School acted from the first as precentor, or 'taker-up of the 'psalms' in the parish church. And in some cases we can trace him still, as in Dunfermline, acting in this capacity when all connexion with the school has actually ceased. But from an early period he seems also to have taught English and the elementary branches of education alongside of the Grammar school. It has been already mentioned that in burghs where Lecture schools did not exist, the reader in the church instructed the children in the Grace-book, Catechism, and Bible; and as early as 1628 and 1633 we find the music-master specially designated also the 'reader' in the towns of Tain and Dumfries.

The case of Elgin illustrates the conversion of the Music school first into an English school, where music also was taught, and in which ultimately English, with the branches of writing and arithmetic, became the main subjects, and music was quite a subsidiary and subordinate study, thrown in as an extra branch, without any additional fee. The first change was about 1659, the school having apparently existed up till that time for the teaching of music alone. From that date till the beginning of the present century the school is sometimes styled the English and Music School, and sometimes the English School only. The terms of the teachers' appointment, in 1769, are interesting, as showing the duties that then devolved upon the master of the Sang School, and on other grounds also. They are as follows:—
'The person elected becomes bound to be master and teacher of 'the Music and English School of Elgin, and that for the space of 'three full and complete years, during which space he binds and 'obliges himself to give all due attendance to the said school, and

'to teach and instruct the young people of both sexes which shall 'come thereto, in English, writing, arithmetic, vocal and instru- 'mental music, and all other sciences he knows, which the students 'incline to be taught; that he shall also precent in the church both 'on Lord's days and week-days, except in the case of sickness or 'necessary absence, in which case he shall be obliged to provide 'one sufficiently qualified to supply his place, on his own expenses.' Subjects of Instruction.

It would appear in this particular case that one subject after another was added to the province of the English School, and in like manner to the Grammar School, till they actually became rival seminaries under one management, in which all the ordinary branches were taught, for, in 1795, we find the Presbytery examining the scholars of the Grammar School in the principles of religion, including the Shorter Catechism, in Latin, English, writing, arithmetic, bookkeeping, and geography, and in the same year, in the visitation of what is expressly called the English School, we find the following entry:—'The Presbytery proceeded to take trials of the 'proficiency of the different classes, from their reading Homer and 'Horace, and the other classics, with the classes reading English, 'and those learning arithmetic, book-keeping, and algebra, and 'having particularly examined these several classes separately, and 'taken trial of their knowledge of our holy Christian religion in 'the Shorter Catechism, and in church music,' they expressed their thorough approval of the master's care and diligence. Music, it will be observed, is mentioned, and both here and elsewhere, we find that, although subordinate, it was taught till a recent period. The English master also, in Elgin, continued till the time of the disruption or secession of the Free Church to act as precentor, or was at least bound to provide and pay a substitute in his room.

A similar process of conversion of the music into English and minor schools seems to have taken place all throughout Scotland. In most instances it was so gradual that the time when the English school took the place of the Music school, and the master of the Sang became merged in that of the teacher of English, or was converted simply into the precentor, or altogether disappeared, cannot be stated with certainty.

In some such way as we have indicated, by Lecture schools, by Sang schools, by licensed Private schools, and in the smaller burghs by a division of duty between the rector and his doctor, all the burghs of Scotland were provided with schools in which the ordinary branches were taught, and at the present day almost all of our Public schools in burghs have lost their distinctive character as Grammar schools for classics alone, and are now become general schools for all branches of education. There has been no system, however, in their growth and development, and the consequence is that subjects have been assigned to different departments in a promiscuous way, not always culminating in a result so extraordinary as that of the English and Grammar schools in Elgin just noticed, but falling little short of it in the chaotic combinations of subjects taught by different masters, and in the surprising organization of departments.

The confusion of schools and departments seems to have reached its worst about the beginning of the present century. This, speaking somewhat loosely, was the period when Grammar schools, English schools, and Commercial schools, so called, all existing in the same burgh, with ill defined limits, were brought together under one management, and converted into academies, with special branches assigned to each department. Even yet, however, there is much need of reformation in regard to this point, and an overhauling and readjustment of the subjects to be taught by each master is imperatively called for. This, however, takes us from the past into the present, and is not a subject that properly falls under our historical sketch. Many other matters might have been with propriety noticed and discussed,—the books used as well as the subjects taught, the holidays, and other points, but they would have widely extended the present chapter, and we are content to have given a bird's-eye, though necessarily imperfect, view of the origin and growth of our Grammar schools.

CHAPTER II.

CONSTITUTION AND MANAGEMENT OF BURGH AND MIDDLE-CLASS SCHOOLS.

Management by Town-Councils—By a Mixed Directorate—By Trustees —Arguments for and against each System—Opinions of Teachers and others—Tenure of Teachers' Office.

UNDER the general title of the Constitution and Management of the Burgh and Middle-class Schools, it is proposed in what follows to treat only of their external organization. Viewed in this light, the Burgh and Middle-class schools may be divided into three main groups.

Schools viewed according to their constitution and management divisible into three groups.

1. Schools under the exclusive management of the Town-Councils.

2. Schools under the joint management of the Town-Councils and others.

3. Schools under trustees or managers altogether disconnected with the Town-Councils as such.

First group: schools under the exclusive management of Town-Councils.

The first class of schools is the most numerous, and contains twenty-nine out of fifty-eight schools from which we have returns, and most of which were visited and examined by us. Originally it included nearly all the Public schools in burghs, but circumstances, to which we shall afterwards allude, withdrew a number of them from the exclusive control of the Town-Councils. The constitution and management of these schools is nearly identical in all cases. They are exclusively day schools, and with the exception of Glasgow, Edinburgh, and Aberdeen,[1] are open to both boys and girls. The powers and obligations of the Town-Council are mainly these—the appointment of the masters; the maintenance of the buildings; the regulation of salaries; fees; holidays; time-table; subjects of instruction; and, in a word, everything that concerns the school independently of the teaching and discipline. These, as a matter of fact, they leave in the hands of the teachers themselves. In former times they exercised a much more extensive power than at present. One illustration of this was their examination of masters, either by themselves, or by qualified persons, before they admitted them to office.

[1] Aberdeen is put in this group, because the share that the subscribers have in its management is merely temporary and accidental. From time immemorial it has been managed by the Town-Council, and in a few years, when clear of debt, it will revert to their exclusive patronage.

Constitution and Management.

Second group: schools under a joint directorate of Town Councils and others.

The second group contains sixteen schools. They are nearly all entitled Academies, and most of them were founded at the end of the last or the beginning of the present century. They owe their origin to the confusion into which schools and departments of schools had come, to the bad condition of the buildings, and to the desire on the part of the authorities and the public to improve the condition of education within their respective bounds. One feature that originally distinguished them from the Burgh schools in the first group was, that they were seminaries, not for classics only, but for all the ordinary branches of education. This feature as a distinctive mark they have lost, now that Grammar schools universally have extended the basis of their studies, and have all been more or less remodelled to suit the requirements of modern times. The peculiar characteristic that they still retain is the mixture of a proprietary element in the management of their affairs. Ayr, Inverness, and Dundee may be taken as representatives of this group, and indicate sufficiently the various combinations that occur in the management.

In Ayr, the management of the Academy is vested by a charter in a body of directors, consisting of the heirs-male of individual subscribers of £50 sterling and upwards; five representatives annually chosen of subscribers of less than £50 and not less than £5; the Sheriff-depute of the county, and seven members of the Town-Council annually elected by that body. Of the directorate thus constituted, there are two stated meetings in the course of each year. At these the accounts of the treasurer are produced and examined, and a report is received from the Rector on the state of the Academy. Special meetings are held as circumstances may require, but these are seldom convened, and the affairs of the institution are for the most part managed by a committee of about twenty directors, resident in Ayr and its neighbourhood. The functions of the directors, according to the charter, are, 'To elect 'proper teachers for the various branches of education to be taught 'in the Academy, under such conditions as may seem expedient; 'to appoint salaries to said teachers from the funds of the Academy; 'to elect others in their place after their decease or removal; to form 'regulations for both teachers and students, and, in general, to 'regulate and govern the Academy in every respect.' In Inverness, by the terms of the original charter of the Academy in 1793, the directors consist of—(1.) The Provost, four Bailies, and Dean of Guild of the burgh, the Sheriff-depute, and Moderator of the Presbytery of Inverness, together with five persons chosen annually by the Commissioners of Supply of the county; (2.) All subscribers to the Academy of £100 or £50; the office to descend to the heirs-male of the first class, but to exist only during the natural life of the second class. By a new set of arrangements in 1866, the management of the school was placed in the hands of a standing committee, consisting of six of the directors and a chairman, nominated at the annual meeting of the directors, and their duties are to elect proper teachers, to fix the salaries to be paid to them, to dismiss any of them on proper grounds, to form regulations for both

masters and students, and in general, to regulate and govern the Academy in every respect. Constitution and Management.

In Dundee, the present High School arose from a union of three schools; the Grammar School, an English School, and an Academy for Mathematics. Its directors are twenty in number, composed of ten members of the Town-Council and ten subscribers to the school.

It will thus be seen that there is no difference apart from the joint directorate and the name in the second group of schools as compared with the first. The Academies are the Burgh schools of their respective towns, and, in the main, the powers and obligations of their directors are those that belong to the Town-Councils.

The third group of schools includes thirteen. Of these, however, eight may be at once dismissed from consideration as Parochial and Proprietary schools. Of the remainder, the Madras College, St. Andrews, and Dollar Institution represent two forms of management by trustees. Third group: schools altogether disconnected with the Town-Councils.

In the year 1831, there were in existence two public schools in St. Andrews under the patronage and control of the Town-Council. One of these, the Grammar School, had existed from time immemorial, the other, the English School, was of more recent date. In the above-mentioned year, Dr. Andrew Bell offered a sum of £50,000 to found a school in St. Andrews on certain principles which he believed to be of the utmost importance. This sum he conveyed in trust to the Provost of St. Andrews, the two ministers of the church, and to the Professor of Greek in St. Andrews University, and at the same time expressed his wish to the Town-Council, that they should discontinue the schools under their direction, and allow them to be merged in the new institution which he proposed to found. The Town-Council readily acted on this suggestion; they at once denuded themselves of the patronage of the Public schools, and handed it over to the trustees nominated by Dr. Bell. They took occasion, at the same time, 'to express 'and record in the strongest terms their deep gratitude to Dr. Bell, 'and that of the community at large, for his princely and munifi-'cent grant for the purpose of promoting education in his native 'city, to be conducted on his own excellent system,' and 'requested 'the Provost to express to Dr. Bell the high sense of obligation 'under which the Council felt themselves and the community laid 'by the Doctor's unparalleled liberality to the city.' They agreed, also to hand over their own Grammar school-house and garden to the trustees, and relieved themselves entirely of all obligations and privileges connected with the education in the city. The management of the school is vested in the Provost of St. Andrews, the two ministers of the parish, and the Sheriff-depute of Fife, who has succeeded the Professor of Greek. In addition to them, the Lord Justice-Clerk of Scotland, and the Bishop of the Episcopalian Church in Edinburgh, are nominated patrons, but their duties are more nominal than real. They have a veto upon the nominee of the trustees, but, so far as we have heard, they have never exercised that veto. The power of appointment practically remains in

The Madras College, St. Andrews.

Constitution and Management.

the hands of the trustees. In other respects, also, the constitution of the school is peculiar. Fees are exacted from children whose parents are able to pay, and are arranged in different scales according to that ability; but there is also a gratuitous department for children whose parents cannot afford school fees.

Dollar Institution.

Dollar Institution illustrates the case of a school under a large body of trustees, and situated in a rural district, and not in a burgh. From the special reports on Dollar, we extract the following statement of facts:—

Mr. M'Nab, in 1800, left a large sum of money 'to bring an 'annual income or interest for the benefit of a charity or school for 'the poor of the parish of Dollar and shire of Clackmannan.' The nomination of trustees was in the following terms:—'I give and 'bequeath to the ministers and church of the said parish for ever— 'say to the ministers and church officers for the time being; and 'no other person shall have power to receive the annuity but the 'aforesaid officers for the time being in their right, appointed for 'the time by them.' The ambiguous wording of the will gave rise to legal difficulties, but the money, amounting to £92,345, was in 1818 handed over to the trustees, and applied in the erection and maintenance of the present Institution. The managers are—The minister of Dollar and four elders of his church, the minister of Clackmannan, the minister of Alva, the Principal of the University of Edinburgh, the Lord-Lieutenant, Vice-Lieutenant, Convener and Sheriff of Clackmannan, the patron of the parish of Dollar, all heritors of the parish who are assessed for parochial burdens upon a real rent of £200 per annum within the county, and two persons standing on the roll of the parliamentary electors of the parish of Dollar, to be chosen by the parliamentary electors. In all, there are thirty-one persons with equal voice in the direction of the affairs of the Institution. By the constitution of the school, a free education, together with school-books, is given to the children of labourers and workmen in the parish. About half of the scholars belong to this class. Others pay fees of a moderate amount.

Such, then, are the three groups of schools, viewed according to their constitution and management. Taking them as they are, the arguments for and against the three classes may be very briefly stated.

Arguments for and against the management of Town-Councils.

The arguments in favour of the first class are mainly these:—

1. To the Town-Councils is due the existence of all, or nearly all, our Burgh schools.

2. The Town-Councils represent the classes who use the Burgh schools.

3. They have exercised their patronage from time immemorial with impartiality and fairness on the whole. Isolated instances came under our notice in which the predominant Church element, whatever that chanced to be, was accused of favouring candidates of particular views; but an inquiry that we instituted in each school as to the religious denomination to which the teachers belonged, brought out the fact that, all over the burghs of Scotland, the Established

Church, the Free Church, the United Presbyterian Church, and other smaller sects, were fairly represented. So much was this the case, that, after pursuing these inquiries for some months, we continued them in the end rather as a formal matter, and for the sake of uniformity, than with any expectation of finding confirmatory evidence of partiality arising from Church feeling. Constitution and Management.

4. The Town-Councils must, under any system, be one of the main sources to which the public must look for the funds necessary to pay the teachers and maintain the buildings. To sever the connexion, therefore, of the schools with the Town-Councils, would be much the same as to discontinue the connexion between the heritors and the parish schools in the case of the latter.

5. The Town-Councils understand the educational wants of the community, and in their respective burghs are generally ready to introduce such changes as may be demanded by the public.

On the other hand, some of the objections to them as managers are these—

1. They are a variable body. Members are constantly coming into the Council who have everything to learn about the Burgh schools, while others, who have made themselves masters of the subject, go out of the Council, and the benefit of their knowledge and experience is lost.

2. As a managing body, their movements are complicated and slow.

3. They are too much inclined to regard merely the wishes of the community, without reference to what is absolutely best in the way of education.

4. They are illiberal in the way of salaries and repairs.

In the second class of burghs, where subscribers are represented in the management, the above arguments in favour of the Town-Council apply, with these additional points, that the constitution of the board is more liberal, and that it contains members who, in virtue of their election, may be supposed to take a more lively interest in educational matters than the ordinary Town-Councillors, while, on the other hand, the first and fourth objections lose much of their weight. Arguments for and against a joint directorate composed of Town-Councils and others.

In the third group of schools (if we take the Madras College and Dollar Institution as representatives), the arguments in favour of the Madras constitution seem to be— Arguments for and against management altogether disconnected with Town-Councils.

1. The directors, being a small body, are able to act with promptitude and decision.

2. They are likely, from their position, to be men of enlightenment and intelligence.

3. As the responsibility rests on the shoulders of the resident directors, they are likely to take a personal and active interest in the affairs of the school.

On the other hand, some of the objections are these—

1. The number of managers is too limited.

2. The paramount influence of one ecclesiastical body is dangerous. However anxious and zealous the present trustees may be to do their best for the school, ‘ there is no guarantee that the Estab-

Constitution and Management.

'lished Church ministers of St. Andrews will always be men zeal-'ous in education; and there is always some misgiving in men's 'minds as to the impartiality of elections when the electing body 'belong exclusively to one sect.'[1] In connexion with this argument, it is not to be overlooked that even at present all the principal teachers are Established Churchmen.

3. The total severance of all connexion with the Town-Council is unsatisfactory. This, however, was the voluntary act of the Town-Council themselves. In denuding themselves of their patronage, there is some doubt how far they acted legally; and according to the opinion of counsel, stated in the Appendix, they by so doing seriously compromised the position of the masters in the school.

4. Free education, unless in exceptional cases, is liable to be abused, and is contrary to the practice in Scotland. This objection, if it be one, applies to all the schools of this group, apart from the Parish and Proprietary schools.

In regard to the Dollar Institution, as it at present exists, all that can be said in its favour is that its constitution represents all the middle and upper classes of the parish and county. The two chief objections to it are these:—

1. The very large number of trustees, and the fact that, owing to the property qualification, this number may be increased almost indefinitely.

2. The constant interference of this large mixed body in the internal management and discipline of the school. It is conceivable, however, if the power of the trustees were delegated to a small committee of their number, that the management of this school might be exceptionally good.

Weight of argument in favour of the first and second groups, with a preponderance in favour of schools under a joint directorate.

On the whole, if the arguments for and against the management of the three different groups of schools have been fairly stated, the preponderance is in favour of the first two as compared with the third, and the second has some advantages over the first. These, however, are not very great, and instances have occurred, as in Hamilton, in which the subscribers have voluntarily renounced their share in the management, and have restored it absolutely to the Town-Council. It is to be borne in mind also, that where subscribers are admitted to a share in the control of the schools, they have paid liberally for the privilege. Probably most of the Town-Councils would not be unwilling to admit others than themselves to this privilege, if they would come forward with handsome subscriptions and endowments.

Opinions of teachers and others.

On the subject of the management of the Burgh schools, we find considerable unanimity among the teachers, the parents, and others who were qualified to judge. All of them agreed that the Town-Council element should be fully represented, while there was considerable diversity of opinion in regard to those who might with advantage be associated with them.

Professor Blackie thinks 'that the Burgh school should be under 'the management of the burgh Town-Council, with the addition

[1] Special Report on Madras College, St. Andrews.

'of the two sheriffs and the clergy of the different churches as *ex* *officio* members. I think it (he says) of the utmost importance that men of the most various views and habits of thinking should be in the Education Board. Perhaps it might be of advantage in this view that the University to whose district the school belongs should nominate one member to the managing body. I would restrict the power of the managing body as much as possible to matters of occasional legislation. Their habitual interference is pernicious.' Constitution and Management.

Professor Campbell of St. Andrews writes on the same subject: 'The teachers, with the exception of the under master in classics, should be elected, irrespectively of religious persuasions, by a board of six, viz.,—three assessors by the Town-Council of the burgh, one of whom shall retire annually; one assessor appointed by the University of the district; one assessor by the Presbytery (each of these two assessors to be appointed for three years); and lastly, one member of the Central Educational Board, should such be established, who shall be appointed annually, and act as chairman, with a casting vote.

'The rector should be a member of the managing board, of which he should be *ex officio* chairman, with a casting vote. The other members should be the senior of the three assessors of the Town-Council, and the two nominees of the Presbytery and University above mentioned. With this small committee should rest the management of hours, fees, classes, books, etc., with the right of appeal on the part of a minority (or of the other masters) to the Central Board. Each member of this committee should have the right of visiting the different classes at stated times.'

Professor Geddes says—'The management of the Burgh school has been highly creditable to the Town-Council of Aberdeen, and I should consider any alteration in that respect uncalled for, except in so far as it may be necessary to secure the introduction of a well considered and homogeneous system all over the country.'

Professor Sellar says—'The government of the Burgh schools might be vested either in the Town-Council, or in a local board composed of the Provost, two representatives of the Town-Council, two clergymen (of different sects), the Sheriff-substitute, and some members elected by the ratepayers, acting under the general control of a Central Board of Education.'

Professor Veitch writes,—'I think the Town-Council, in which the management of the Burgh school is usually vested, sufficiently competent as the local managing body. In the case, however, of an educational rate being imposed, it might be desirable to place the local management in a special joint committee, composed partly of delegates from the Town-Council, and partly of certain ratepayers not members of Council. The ultimate decision of all questions relating to the position of the teacher, his efficiency, the nature and number of the branches of education, should rest with some central authority, such as an Educational Board for Scotland. I think the local managing body should have the right of appointing the teacher to his office, but that the power of removal should lie with some higher authority, viz., the Central Board.'

Constitution and Management.

The opinion of Dr. Donaldson of the High School of Edinburgh is as follows:—'All the teachers should be elected by the Town-'Councils of the respective burghs. Election by Town-Councils 'has some disadvantages, but as yet no system of election that 'I know has worked with greater fairness to all parties, and with 'greater benefit to the schools. Besides, this is a kind of right 'which seems to me to belong to Town-Councils, if schools are to 'be real Burgh schools, and it keeps up the interest of the public 'in the schools.' In consideration, however, of the objection, that the Town-Council is a variable body, and that the services of the best men are lost to a school just when they have learned the business of its management, he approves of a certain mixture of other members. 'It seems to me desirable,' he says, 'that the '(school) committee should be made permanent, or at least less 'variable than it is at present; that it should be appointed by the 'Town-Council; that a certain proportion of its members should 'be actually Town-Councillors; but that another portion should be 'elected permanently from the most educated of the citizens, from 'the parents and the old pupils, without having seats at the Council 'Board.'

It is unnecessary to quote further from the opinions that were given by other qualified persons, and which are printed at length in the Appendix. They all agree in retaining a large infusion at least of the Town-Council element, although they point, on the whole, to some such admixture or combination as we find in the management of the second group of Burgh schools, namely, the Academies; while they vary somewhat in the details, some pointing to Presbyteries, some to the Universities, and some to ratepayers, as the sources from one or all of which the desired extension of the management might be brought about.

Most of these opinions coincide also in thinking that there should be a Central Board for the guidance, direction, and control of the managing body; but this is on the supposition of a general or national system which shall embrace all public schools in burghs. The question of such a system is one that we are not called upon to discuss. Even in the event of its establishment, there would be no necessity of a rigid rule for the constitution of the local management. Experience shows that that might very well be left to the burghs themselves, and that, in constituting the managers of these schools, they would be guided by what was most advantageous for the public interests, in adopting either a purely Town-Council management, or a mixed management of Town-Councillors and others. But as things at present are, and as things may possibly be in the future, it does not admit of dispute, that any system without the Town-Council as a large element in the management, would be unjust, inexpedient, and probably ruinous to the schools.

Having thus considered the general question of the constitution and management of the schools, we next proceed to some of the points in which the management develops itself, in so far as it concerns the external affairs, and these we propose to classify under three heads,—1. The appointment and dismissal of the masters, or,

in other words, the tenure of the teacher's office; 2. The Buildings; and 3. The Finance of the Schools. Only the first of these will be discussed at present, the Buildings and Finance being left for separate chapters, each by itself. Constitution and Management.

In the case of Burgh schools under the management of the Town-Councils, there is no doubt that the master's tenure of office is *ad vitam aut culpam*. It is so regarded by the authorities themselves, and by the teachers; and the opinion of counsel, given in the Appendix, is clear and precise on this subject. In some cases special contracts have been made between the Town-Council and the teachers, limiting the term of office, but it is very doubtful how far such agreements could be enforced. In answer to our question —If the tenure of a burgh schoolmaster be as that of a parochial schoolmaster, *ad vitam aut culpam*, can that be modified by any special contract entered into between the parties appointing and the master?—the opinion of counsel was in these words: 'It is possible to conceive a case in which the authorities 'might validly make a stipulation as to a master's tenure of office. 'For example, if they wished to afford instruction in some branch of 'education which had not been before taught, we think they might 'legally stipulate that the master should hold his appointment con-'ditionally on the success of the experiment. But we are of opinion 'that any stipulation making the tenure of office by the regular 'master or masters of the school other than *ad vitam aut culpam* 'would be illegal.' Tenure of office.

The second group of schools, those under the joint authority of subscribers and members of the Town-Council, claim for themselves a greater liberty in this respect. The directors conceive that, in virtue of their charters of incorporation, and other peculiarities, their schools are not pure Burgh schools, even although they have superseded and represent the old grammar schools of the town. In accordance with this idea, we find in Ayr Academy, for example, that one of the terms in a master's appointment is as follows:— 'The situation shall be held during the pleasure of the directors 'of the Academy, who shall have full power and liberty to be free 'of their engagement on giving the master six months' notice to 'that effect, by a letter under the hands of the secretary of the direc-'tors, and he, on the other hand, to be also free on the like pre-'monition.' In the case of this particular school, the question was tried in the year 1825. The rector was dismissed by the patrons, on charges however which implied fraud and breach of trust, and the Court being satisfied that certain of these charges were true, refused a bill of suspension and interdict by the master against his dismissal by the directors. Here, therefore, there was no real settlement of the general question, as the master may be held to have been dismissed on the ground of immoral conduct.

In the third group of schools, apart from those that are parochial, the directors, as a rule, can make their own bargain with the schoolmaster, although even here the question of arbitrary dismissal is not without its difficulties. In St. Andrews, for instance, the classical department represents the old Grammar School, as the

Constitution and Management.

English department represents the old English School; and, as representative of the Grammar School, the master conceives his tenure of office to be *ad vitam aut culpam.* The trustees, on the other hand, conceive that, in virtue of a minute of appointment, concurred in and signed by Dr. Auld, his tenure is the same as that of the other teachers, viz., from year to year. Whichever of these views may be correct, the master in the meanwhile is in an unfortunate predicament. For the trustees of the Parochial and Burgh School Widows' Fund maintain that he is a Burgh schoolmaster, and insist by threats of litigation upon his paying the annual rates to this fund.

In the course of our inquiries, the evils of an *ad vitam aut culpam* tenure occasionally came before us. In several instances we found schools and departments in a depressed and unhealthy condition from the difficulty the directors had in the way of getting rid of incompetent teachers. In one case we found a school that, in consequence of this difficulty, had fallen away from 150 to 24 pupils. In another, we found two teachers incapacitated by age or infirmity for the proper discharge of their duties, and the place of one of them supplied entirely by assistants engaged and paid by himself.

As a fact, however, there were very few cases in which the Burgh schoolmasters were retaining offices for which they were unfit. Opinions outside of the schools varied as to the propriety of some modification in the tenure of their office, and a few of these we quote from the Appendix, the more especially as they suggest the true mode of solving the difficulty on the one hand of an *ad vitam aut culpam* tenure, and, on the other, of getting rid of an inefficient teacher.

Professor Campbell thinks 'that the masters should not hold 'office *ad vitam aut culpam.* Gross negligence or mismanagement 'should make them liable to dismissal by a majority of the manag-'ing board, subject to an appeal on both sides to the Central Educa-'tional Board. . . . Provision should be made for pensioning off 'teachers who have worked well for a certain number of years, or 'who are disabled by physical infirmity. The fund for this pur-'pose might arise partly from a tax on the teachers themselves, and 'partly from a public grant.'

Professor Sellar, on the same subject, says, 'The board (of 'management) should see that the head master performs his duties 'faithfully, and might have the power of censuring, suspending 'from his office, or dismissing any of the masters, this power being 'exercised subject to a right of appeal to the Central Board.' In another place he adds: 'The Burgh schools seem to me, more than 'any other institution in the country, to require additional endow-'ments, including retiring allowances.'

Professor Veitch is of opinion 'that there should be authority on 'the part of the Central Board to remove a master on proof being 'led satisfactorily to the Board of incompetency and remissness in 'the discharge of his duties. A competent retiring allowance should 'be provided for cases of long service and infirmity. This, while 'just in itself, would facilitate the removal of teachers who had be-'come unfit for duty through old age.'

Dr. Donaldson, of the High School, expresses an opinion worthy of much attention. 'The tenure of office,' he says, 'is one of the 'most difficult problems with which we have to deal; for, on the 'one hand, if the tenure of office is at present *ad vitam aut culpam*, 'it is very possible for a teacher to do great damage to a school by 'continuing to occupy his place when he is utterly unfit for it; but, 'on the other hand, if his tenure is not *ad vitam aut culpam*, the 'dignity of the teacher's office is materially impaired; he does not 'work with the same independence and freedom of mind, and as 'the value of the office is lessened by a precarious tenure, men of 'eminence are less likely to be attracted to the teaching profession 'under such a tenure than under a permanent one. I think that 'the University Commissioners in dealing with the tenure of pro- 'fessorship have taken the wisest course. The *ad vitam aut culpam* 'tenure should be retained. Retiring allowances should be de- 'finitely settled, and, after a certain amount of service, the Town- 'Councils should have the power of compelling teachers to accept 'of these.' Constitution and management.

It will thus be seen that all the persons quoted above connect the two questions of tenure of office and the necessity of a retiring allowance. This appears to be equitable in itself, and if suitable retiring allowances were provided, the abolition of the *ad vitam aut culpam* tenure might reasonably be advocated. We do not see how schoolmasters could complain if they were placed exactly on the same footing as professors. In their case the University Courts have power, on sufficient cause shown, and after due investigation, to deprive a professor of his office, and to require one who is incapacitated to conduct the business of his class to retire from his office on an allowance. The Treasury, however, especially guarded itself against admitting the right of principals and professors to the grant of retiring allowances as a matter of course; and made the grants depend on the condition of incapacity for further service on account of ill-health or age, and of good conduct. In the event of any general or national scheme embracing the Burgh schools, the same regulations might be applied to the teachers. The sum required for retiring allowances would not be very great, and it might be raised in the way suggested above by Professor Campbell. One expedient to which school directors occasionally have recourse is unworthy of imitation, we mean, burdening a successor with the whole or part of the retiring allowance paid to a former teacher. Perth, Glasgow, and Edinburgh could all furnish examples of this usage in their present or their past history.

REFORM CLUB
PALL MALL

CHAPTER III.

SCHOOL BUILDINGS.

Examples of different Classes of Buildings—Playgrounds—Libraries—Maintenance and Repair of Buildings—Accommodation—Conclusion.

THE condition of the school buildings, their maintenance, and other matters connected with the premises and grounds, have been noticed briefly in each of the special reports. At every school which we visited, we took particular notice of those points to which our instructions directed our attention, and have now to give, in a general and collected form, the result of our inquiries.

School buildings of four classes —good, fair, indifferent, and bad.

The school buildings, including premises, yards for recreation, etc., may be divided into four classes,—good, fair, indifferent, and bad. According to the best estimate that we have been able to form, out of fifty-five Burgh and Public Schools, there were, in all, nineteen of the first class, fourteen of the second, seventeen of the third, and five of the fourth. Without giving a full list of the schools that constitute these classes, we may take one or more specimens of each in illustration of what is meant by the terms applied to them.

Examples of first class.

Aberdeen and Edinburgh furnish examples of good schools. The buildings themselves are almost noble structures, placed in admirable sites, with lofty and commodious rooms kept in thorough repair, well supplied with all necessary furniture and apparatus, and reflecting in themselves the interest which the authorities and the citizens generally take in the cause of education. It must be acknowledged, however, that these two schools are exceptionally good, and that amongst the others of this class there are many shades of difference, but all have characteristics in common that entitle them to the first rank. Nearly all the endowed schools under trustees belong to this group. This arises from two causes—the large funds at the disposal of the managers, and the tendency of such directors to be more liberal in their expenditure upon buildings than Town-Councillors and others acting for the general interests of the community, jealously watched, and liable to be called to account for their application of the public funds. In some cases it is questionable whether the trustees would not have exercised a wiser discretion in refraining from a lavish display on buildings, and apportioning, instead, a larger part of their endowments to the masters. We are not disposed, however, to quarrel with handsome and suitable buildings in the interests alike of teachers and students.

Ayr, Dumfries, and Dundee, represent the second class. The buildings are commodious enough, but fall short of those in the first class in their appearance, their maintenance, their general accessories, or their furniture and equipments. School buildings. Examples of second class.

Stirling and Kirkcudbright are specimens of schools that may be described as indifferent. They are not absolutely bad, and do for teaching purposes, but beyond this there is little to be said in their favour. They are deficient in one or more essential points; they can hardly be called commodious, and manifest in their details a certain degree of discomfort and shabbiness. Examples of third class.

Haddington and Kilmarnock are types of the lowest, and the smallest class of all. The description of the former, in the special report on the school, is as follows :—'The site of the building is not 'inconvenient so far as the town is concerned, but it stands low, 'and close to the union of two streams which act as the sewers of 'the town. Hence, in summer, the smell from decayed matter 'and sewerage is at times very disagreeable and unhealthy. In 'winter, also, the damp comes up through the floors, and the walls 'of one of the school-rooms are green from this cause, and have an 'unwholesome appearance. There is a playground attached to 'the school, "but," as the teacher puts it, "like the schools them-'"themselves, in an undrained filthy locality."' Examples of fourth class.

The description of Kilmarnock is of the same character. 'The 'buildings of the Academy are in a very unsatisfactory condition. 'All that can be said in their favour is, that they can accommodate 'nearly twice the number of pupils at the school; for there is 'room for 449 boys and girls, while there were present, on the day 'of our visit, only 227. The site is moderately good, and, at the 'date of the erection of the Academy, was one of the best in the 'town. The furniture is bad and worn out. The necessary re-'pairs are not done in a liberal spirit by the heritors and the 'Town-Council. There are frequent gaps in the windows from 'broken panes of glass, which it seemed no one's duty to replace. 'The floors and walls of the class rooms are uneven and dirty. 'The playground is small and inadequate. The outhouses are in-'convenient. Altogether the place presents an appearance of 'dilapidation and decay.'

Good and commodious buildings, such as those in the first and second class, are essential to health and energy; and while we cannot say with truth that the character of the teaching can be inferred from the condition of the buildings, this much is true, that the buildings indicate unmistakably the interest taken by the respective burghs in the cause of a liberal education, and their regard also for the physical and mental welfare of teachers and scholars. It is therefore satisfactory to find that, on the whole, the buildings of the Burgh and Public Schools are commodious and suitable.

One or two peculiarities they have in common. 1. Very few of them are surrounded by playgrounds suitable for cricket or other games. They mostly possess a gravel yard, in which the scholars run about in the intervals of play, and covered sheds in which they may shelter themselves in wet weather. This want of playgrounds Want of playgrounds.

School buildings.

is connected, no doubt, with the fact of their being exclusively day schools. The relation of the scholars to the schools, to the teachers, to one another, is altogether different from that of boarders. The schools are places for work, and for work alone. When that is done, boys and masters separate, and the boys, as a rule, are expected to leave the school grounds, and to indulge in no recreation that may cause damage to the buildings. The short intervals that they have for play in the course of the regular school hours are insufficient for any settled games. The boys themselves are not united together in the free companionship of boarding-schools, but have separate homes, and objects of interest that draw them different ways. Within comparatively recent times, however, some of the more important Burgh schools, following the lead of the Edinburgh Academy, have provided fields as playgrounds for their schools, at a convenient distance from the school. Such appliances however are, after all, luxuries rather than necessities in the case of day schools. As a matter of fact, also, there is no evil result from their absence. There is no want of physical life or energy or health apparently in the youth attending the Burgh schools, and, although we should like to see a larger and a freer space for games than most of them possess, their non-existence saves the boys from expenses which seem inseparable from amusements conducted as they now are, and from an excessive and absorbing interest in matters of inferior and secondary moment to the real business of education.

Want of libraries.

2. A second point to be noticed is this. Scarcely any of the schools possess libraries. This is due, however, to the want of funds and endowments. Edinburgh High School is an exception, in this respect, to the general rule. Its library was founded in 1658, on the recommendation of the head master. The first supply of books was given by the teachers, and by voluntary contributions from the citizens and pupils of the school. For many years it has been supported out of a moiety of the matriculation fees. 'It includes,' says Dr. Steven, in his *History of the High School*, 'the best 'Greek and Latin lexicons, the best editions of the classics, several 'encyclopædias, and a valuable collection of antiquarian, historical, 'and geographical authors.' Its use, till a comparatively recent date, was confined to the masters and boys of the higher classes, but it is now open to all the pupils. It contains nearly 7000 volumes. The Edinburgh Academy also possesses a school library of moderate dimensions. Not many years ago Glasgow High School possessed a small school library, of which the janitor was the guardian, but at present it does not seem to be in existence, or at least in operation. Aberdeen has nominally a library, but there are very few books in it. And the almost invariable answer to our inquiries on this point was, that the 'pupils had access to no school library.' After all, however, comparatively few boys of the age of those at Grammar schools, will be found to take advantage of a library. In Glasgow, to the best of our recollection, there were very few applicants for books on Saturday, which was the day devoted to giving them out. And an attempt, a few years ago, to induce the boys of the Edinburgh Academy to avail themselves of the privileges of the

library, was a failure. The truth is that most of the boys have access to books required for their studies at home, and for their lighter reading the volumes in a school library have few attractions. For the sake of poorer students, however, who cannot afford expensive dictionaries and books of reference, a well-chosen library of moderate size would be a valuable addition. School buildings.

In regard to maintenance and repair of the schools, we found considerable variety in the practice of the patrons and directors. In a former chapter, on the Constitution and Management of the Schools, we divided them into three classes,—those under the exclusive patronage of the Town-Councils, those under the joint-patronage of the Town-Councils and subscribers, and those under trustees altogether apart from the Town-Councils. In this last class of schools, the funds at their disposal enable the trustees to be liberal in the matter of repairs, and in none of them did we find any question of their responsibility, or any difficulty about the due maintenance of the buildings. In St. Andrews, for example, the sum charged for repairs, in last year's account, was £51, and in Dollar it was £162. We may, therefore, put this class of schools out of account for the present, and confine our attention to the first and second groups. They constitute the Burgh schools strictly so called. In reference to these schools, we tried, in accordance with our instructions, to ascertain on whom the obligation, if at all, rested, of keeping them in repair, and what the legal amount of liability might be. Maintenance and repair of buildings.

The impression of the authorities, and of the masters, was that beyond a general obligation to maintain the buildings in a suitable condition, there was none of a definite nature by which the directors were bound. Even this limited amount of obligation was generally acknowledged to be one to which the authorities submitted of their own accord, they themselves being judges of the mode in which it should be discharged, and no one in especial having any right to call them to account if they failed in their duty, just in the same way as the payment of salaries was a voluntary burden, which might be diminished or increased, or altogether discontinued, according to circumstances. There was one point, however, in connexion with the school buildings in which their liability was recognised as enforceable by law, in the payment, namely, of the ordinary taxes and poor-rates. In the case of one Burgh school, at least, in which they had attempted to shift these expenses from themselves to the teachers, they were held liable for the payment.

In a few cases, we found that the charters of the school directly bound the patrons to maintain the school buildings in a proper manner. But such charters were rare, and usage rather than legal obligation seemed to be the rule that regulated the maintenance and the repair of the Burgh schools. The enactments, also, that bore on the case of Parochial schools afforded us no assistance in our inquiries; writers on the subject of school law are shy of defining even what a Burgh school is, and confine themselves to generalities that are of no practical use; and in cases that had arisen

School buildings.

concerning Burgh schools, we found incidental and opposite views expressed on the subject by judges of eminence, one legal authority holding that the very essence of a Burgh school was that there was no obligation upon the burgesses, or upon the magistrates or the community to found such schools, or to maintain them if they had been founded,—another holding that Burgh schools were Public schools, and that the peculiarity of such schools was that they could not be discontinued except by the supreme authority (by which is meant, we presume, the State, and not the local magistrates), and that, consequently, those who administered their affairs were bound to maintain them.

The opinion of counsel given at length in the Appendix bears generally on the maintenance of Burgh schools, without however defining the limit of the directors liability. 'We are of opinion,' it says, 'that there is no legal provision for the establishment 'and maintenance of Burgh schools properly so called. . . . We 'are further of opinion, that if a school in a burgh open to the 'community shall have been supported out of the common good 'for a period of years, an obligation will rest with the burgh to 'continue the support of that school out of the common good so 'long as there are any funds available. We think that there would 'be an obligation to maintain such a school in the same manner as 'it had all along existed, and that while the obligation might be 'modified to a reasonable extent by circumstances, it would not be 'in the power of parties to denude themselves of it at their 'pleasure.'

In this opinion there is no express mention made of buildings or repairs, but the general terms 'maintain' and 'maintenance' seem to include them. On the whole, the opinion expresses very much the general feeling on the part of the directors of Burgh schools, and practically their good sense in the majority of instances has settled any difficulty that there might be by accepting the responsibility, and discharging all the duties absolutely required for the maintenance of the buildings. This, however, is, in most cases, the limit of the liability that they acknowledge, and we find comparatively few instances of what might be called liberality, none of profusion in the outlay that they were willing to encounter. The general practice seemed to be for the authorities to spend what was absolutely necessary in cleaning and repairing, so far as to keep the fabric in a moderately sound condition.

Not a few instances came under our notice in which the maintenance and repair of the buildings had been shifted to the shoulders of the teachers themselves. In Hamilton, for example, the constitution of the school was altered a few years ago, and one of the amended regulations is in these terms:—'The rector shall have 'the use rent free of the buildings and ground belonging to the 'subscribers for purposes connected with the establishment, and 'shall in consideration thereof pay the feu-duty, insurance, interest 'of debt, and any repairs, and other current charges affecting 'the same, so as the directors may be put to no expense in 'connexion therewith.' The salary that the master receives in

Hamilton from the burgh is £11, 2s. 4d., and the expenses of feu-duty, interest of debt, and repairs are £6 more than the salary. In Musselburgh the dwelling-house and school buildings are kept in repair by the teacher, and he has to pay taxes and assessments upon the subjects in the same manner as any life-rent occupier, the patrons being bound to keep up the roofs alone. In Leith, in like manner, the trustees keep the building wind and water-tight, as if they were proprietors of an ordinary house, but all expense of repairs beyond this falls upon the teacher. Other cases might be quoted where the magistrates, without going so far as to get rid of their pecuniary liabilities altogether, have yet very contracted views of their obligations, and confine their outlay in repairs within the closest limits. As far as we could ascertain, there was no tribunal except public opinion before which they could be called. This much also is to be said in excuse of the rigid economy practised, that the funds of the burghs in some cases were not in a flourishing condition, and that whilst economy was likely to be pardoned and approved, all expenditure not absolutely necessary was likely to render the authorities liable to be called to account. School buildings.

In almost all the schools, even those where expenditure for repairs was on a liberal scale, two points struck us as worthy of notice: 1. The deficiency of furnishings and apparatus; and 2. The want of proper outlay on the offices and outhouses of the school. The former of these expenses, as a general rule, fell on the teachers themselves, and as a natural consequence the furniture and apparatus were not what they should have been. On the other hand, there were occasional instances of liberality on the part of the authorities. In Dumfries, for example, the furniture and equipment of one of the departments, the mathematical, were all that could be wished. In the abstract of the town's accounts, a sum of about £30 was charged under the head of 'mathematical instruments' for the year ending 1866. Amongst other things provided for the use of the pupils under the direction of their master, was a theodolite. In Edinburgh, also, one of the chief duties of the school committee is to attend to the supply of apparatus; the rector and masters lay their wants before this committee, who as a rule give effect to their suggestions. Furniture and apparatus. Offices and outhouses.

The accommodation of the buildings, to which our attention was specially directed in our instructions, was on the whole ample and satisfactory. A complete list of all the schools, with the number on the roll and in attendance contrasted with the accommodation, will be found at the end of the chapter. From this it will be seen that there were only six schools in which the space was inadequate for the numbers on the roll, and in two of these cases it was sufficient for the attendance. The six schools were:—Airdrie Academy, Falkirk Parochial School, Burntisland Burgh School, Arbroath Parochial and Burgh School, Rothesay Parochial, and Selkirk Burgh School. Altogether there was room for more than twice the numbers on the roll. Accommodation.

One point, however, in reference to the accommodation, requires

School buildings.

to be noticed. It is assumed that eight square feet are sufficient for each scholar, and the total accommodation of all the rooms in each school, based on this estimate, is divided amongst the whole number of pupils. We have taken occasion, in our special reports, to show that this method of calculation is hardly satisfactory. It may quite well happen that one department of a school is amply sufficient for the numbers attending, while another is unduly crowded. This fact, however, is in a measure concealed, by dividing the total amount of accommodation by the total number of scholars. An empty room for modern languages supplies the deficiencies of an overcrowded English department; and not a few instances came under our notice, in which, at certain times of the day, and in certain classes, too many boys and girls were taught together, with due regard to health and comfort. In Perth, for example, there is accommodation in the part of the building assigned to Latin and Greek for 175 boys, but a small room, capable of accommodating 34, is quite enough for the numbers present at any one time. In the single room devoted to arithmetic there is accommodation for 70 or 80 boys and girls, and at the time of our visit there were present not fewer than 100. In Glasgow, the whole school can accommodate 1046 boys with the required space for each, if only they were fairly distributed, but the class-rooms for English, writing and arithmetic, have at certain times more than their due share, while those for classics and drawing are comparatively empty.

Into the question whether there is accommodation for all the boys and girls of the middle classes who might reasonably be expected to attend our Burgh schools, we cannot enter. It opens a field for speculation in which we could hope for no satisfactory answer. Various ways were suggested by which an inquirer might arrive at an approximation of the numbers of those classes out of which our Burgh schools are filled, but they merely opened up a way for somewhat wild and vague conjecture. And besides all this, while we may reasonably require all parents to send their children to Elementary schools for their education, and can therefore in their case arrive at some satisfactory estimate of the numbers at school, compared with the numbers that ought to be at school, we have no right to require of any parents that they shall send their sons and daughters to the Burgh schools for the higher education. They are the sole judges of the education they require, and may, if they please, limit it to the ordinary branches.

Making allowance for the real difficulty suggested by the first point, the consideration, namely, whether the estimate of eight feet for each pupil is satisfactory, we have no doubt that throughout our Burgh schools there is ample room for all who attend, with a margin for a considerable increase of numbers. Some schools, we repeat, are crowded, some departments of schools improperly so; but, generally speaking, in a Burgh school you find a fresh and wholesome atmosphere.

In conclusion, the results of our inquiries under the general head of Buildings are briefly these:—

1. In their general condition 34·5 per cent. are good; 25·5 per

cent. are fair; 30·9 per cent. are indifferent; and 9·1 per cent. are bad. School buildings.

2. The playgrounds are sufficient for healthful exercise, but not adapted for games, either by their size or their character.

3. The offices and outhouses are almost, without exception, bad.

4. The repairs on the buildings are executed mostly in an economical, and sometimes in an illiberal, spirit.

5. The obligation to maintain the buildings is almost always acknowledged and acted on by the authorities.

6. The accommodation is sufficient for all who choose to attend.

ACCOMMODATION.

DISTRICT.	Name of School.	Number		Number for which accomodation is provided.
		In Attendance.	On Roll.	
Aberdeen,	Aberdeen New Grammar,	260	272	1,215
	Do. Old Grammar,	32	47	91
Ayr,	Ayr Academy,	375	405	853
	Campbeltown Burgh and Parochial,	84	86	120
	Irvine Academy,	130	160	514
Dumfries,	Annan Parish and Burgh,	136	165	176
	Do. Academy,	118	135	281
	Dumfries Academy,	195	230	555
	Kirkcudbright Academy,	129	137	314
Dundee,	Dundee High,	802	802	1,874
Edinburgh,	Edinburgh High,	326	376	1,575
	Do. Academy,	327	377	1,727
Elgin,	Banff Academy,	136	136	690
	Elgin Academy,	113	137	330
	Peterhead Academy,	91	126	288
Falkirk,	Airdrie Academy,	314	342	297
	Falkirk Parochial or Grammar,	260	280	263
	Hamilton Academy,	269	286	301
	Lanark Burgh,	102	116	133
	Linlithgow Burgh Grammar,	54	70	130
Glasgow,	Glasgow High,	650	800	1,046
	Do. Academy,	580	710	1,136
Greenock,	Greenock Academy,	310	334	1,086
Haddington,	Dunbar Burgh,	124	142	192
	Haddington Burgh,	24	24	224
	North Berwick,	37	45	80
Inverness,	Forres Academy,	146	158	262
	Inverness Royal Academy,	197	215	782
Kilmarnock,	Dumbarton Burgh Academy,	154	171	446
	Kilmarnock Academy,	227	240	449
	Port-Glasgow Burgh,	41	49	150
	Renfrew Burgh,	152	206	199
	Do. Grammar and Blythswood Testimonial,	181	190	309
Kirkcaldy,	Burntisland Burgh,	141	173	157
	Kirkcaldy Burgh,	235	251	422
Leith,	Leith High,	167	198	557
	Musselburgh Grammar,	64	65	192
Montrose,	Arbroath High,	301	327	609
	Do. Parochial or Burgh,	322	349	289
	Brechin Burgh Parochial and Grammar,	217	237	256
	Forfar Burgh,	169	191	300
	Montrose Academy,	255	270	729
Paisley,	Paisley Grammar and Academy,	248	271	580
Perth,	Perth Academy,	328	355	1,049
St. Andrews,	Cupar Madras Academy,	434	521	852
S	St. Andrews Madras College,	780	863	1,540
tirling,	Dunfermline Burgh or Grammar,	66	74	180
W	Stirling High,	298	328	800
ick,	Kirkwall Burgh or Grammar,	89	93	171
Wigt	Tain Academy,	92	102	240
wn,	Stranraer Academy,	125	141	321
	Wigtown Burgh and Parochial,	122	136	162
	Peebles Grammar and English,	151	177	212
	Rothesay Parochial,	266	296	220
	Selkirk Burgh,	199	275	173
	TOTAL, *including* Glasgow High,	12,145	13,662	28,099

CHAPTER IV.

FINANCE.

Endowments of Schools under Trustees—Of Academies—Of Burgh Schools—Their inadequacy—Annual Grants—For Salaries and general School Purposes—Amount—Bursaries—Tenable at School—Tenable at College—Fees for Elementary Branches—For Advanced Branches—Difficulty of estimating Cost of Education—Emoluments of Masters—Conclusion.

Under the head of Finance it is proposed to consider the following points:—1. Endowments. 2. Annual Grants made by the Town-Councils and others. 3. Bursaries. 4. Fees and Cost of Education. 5. Emoluments of Masters.

1. Endowments.

The term Endowments is here used in a somewhat restricted sense. It is confined to the mortifications and bequests applicable to the teacher or to school purposes generally. It might also with propriety include the bursaries enjoyed by the scholars, but for the sake of clearness these have been reserved for a section by themselves.

In schools under trustees.

In a former chapter, on the 'Constitution and Management' of the schools, they were divided into three classes: those under the exclusive patronage of the Town-Councils; those under a joint directorate; and those under trustees altogether disconnected with the Town-Council. The only one of these classes of schools that possesses endowments of importance is the third. There are in it altogether thirteen schools, but of these eight are parochial, private, or proprietary. The remaining five are the Madras College (St. Andrews), the Madras Academy (Cupar-Fife), Dollar Institution, Milne's Institution (Fochabers), and the Ewart Institute (Newton-Stewart).

Madras College was founded in the year 1831, when a sum of £50,000 was handed over by Dr. Andrew Bell to the Town-Council of St. Andrews, on certain conditions, which are mentioned fully in the special report upon the school. Half of the sum, or £25,000, was spent in the purchase of ground, the erection of the College and masters' and janitor's residences. The other half has been invested in lands, Government stock, etc., which altogether yield an income of £1,454.

The Cupar Academy was also founded in 1831, and owes its origin, like the Madras College, to the munificence of Dr. Andrew Bell. An estate, estimated at £10,000, was bequeathed for its endowment, the rental of which is £670.

Dollar Institution was founded by John M'Nab in 1818. The

Finance.

money left for its endowment was £92,345, and the present income of the school from dividends and feu-duties is £2,253.

Milne's Institution was founded, as its name implies, by a Mr. Milne, in 1846. The endowment consisted of a capital sum of £20,000, which yields an income of £626.

The Ewart Institute was founded in 1863 by two brothers, James and John Ewart. It is composed of two parts, a Ragged and a Middle-class school. The amount of the endowment was £17,000, and the income applicable to the middle-class school and paid to the teachers during the last financial year was £240; but the Institute will ultimately be much richer, as there is a considerable sum still held in liferent by an aged person.

Altogether these five schools have a capital (partly expended, however, on ground, buildings, etc.) of £189,345, and an income, or permanent endowment, of £5,243.

Two of the above schools are situated in burghs, and have taken the place of the old Grammar Schools of St. Andrews and Cupar-Fife. The original agreement in both cases between the trustees and the Town-Councils stipulated that the latter should continue to make certain payments from the public funds at their disposal for the masters' salaries. St. Andrews is still so far mindful of the obligation as to pay £75 for this purpose; but in Cupar the Town-Council have ceased to contribute anything towards the maintenance of the school. The effect therefore of Dr. Bell's liberality has been unfortunate, in one view of the case. In St. Andrews it has almost, and in Cupar it has quite, extinguished the voluntary efforts of the town for education. This was the natural result of the step the authorities themselves took at the time of the foundation of the schools, when they bartered the patronage for the sake of the valuable endowment, and in relieving themselves of the responsibility, destroyed also their interest in the schools.

Endowments in academies.

Of the sixteen schools or academies that compose the second class, only six have permanent endowments. The total value of these is about £870. They vary from £20 a year in Arbroath, to £350 in Dundee. These endowments are due to various sources: to ancient mortifications, to individual generosity, or are the balance of money that was left after the erection of the buildings. It will be observed that the aggregate value is trifling, and that in regard to their endowments the Academies are much on the same footing as ordinary Burgh schools. But it would be unjust to their founders, and to the liberality of the original subscribers, who restored and remodelled so many of our Grammar schools, not to mention that these permanent endowments represent but a very small portion of the pecuniary good done to the community by the establishment of the Academies under a joint directorate. In almost every case they took the place of ruinous and decayed buildings, and the amount of money invested in them in this shape was quite as valuable as any endowment could have been. In Dundee, for example, the school buildings, including ground and fittings, cost upwards of £11,000. The expense of the building was defrayed entirely by subscriptions, the town contributing

only the site, which was given at a nominal rent. Greenock Academy cost the subscribers £7,243; Dumbarton, £6,500, of which £1,500 was given from the Corporation funds; and Aberdeen New Grammar School (although, for reasons given in a former chapter, it is not included in this class of schools) cost private individuals and the town no less than £16,600. As a general rule, the endowments that have accrued to the Academies from all sources have not taken the place of voluntary contributions from the town, but have only supplemented these. Some of the charters and mortifications of individual donors specially stipulate that the burgh funds shall still be liable for a portion of the school expenses; but in some cases also, where the charters have no such stipulation, the Town-Councils, in their corporate capacity, have taken advantage of the liberality of the subscribers, and have relieved themselves of pecuniary liability for the support of the teachers and the maintenance of the schools. This is the case in Dundee, where there is more than the usual amount of private and individual generosity, but where the Town-Council, though joint patrons and managers of the school, contribute nothing but the site. Finance.

Of the twenty-nine Burgh schools of the first class, nineteen have no endowment whatsoever; ten have endowments, which amount altogether to about £1,400. Among the unendowed schools it is strange to find that of Glasgow. It is almost inconceivable that no portion of the Church patrimony, which was devoted to religion and education in 1560, should have fallen to its share; but we have been unable to trace any revenue from this source, and if it ever existed, it has long been mixed up with the general funds of the city. The best endowed schools of this class (and they are also the most liberally supported by annual grants) are Edinburgh and Aberdeen. The former has an income, applicable to the teachers and general school purposes, of £513, and the latter has for more than 200 years possessed an endowment of considerable amount. Its annual value is £164. Endowments in Burgh schools.

On the whole, it will be seen from the above review that the Public schools, apart from those under trustees, have inconsiderable endowments. The amount altogether is about £2,270[1] a year (of which upwards of £2,000 is expended on salaries, and the rest on general school purposes), and making a liberal allowance for the schools in burghs from which we have no returns, we cannot estimate the total endowments at more than £2,600 a year. They are quite inadequate to afford substantial supplements to the incomes of the teachers, to maintain the buildings in a proper state of repair, and to supply retiring allowances to masters.

The second source of income is the annual grants made by the Town-Councils or others from the funds at their disposal. The general usage in burghs is for the authorities to attach a certain salary to the office of the different masters at the time of the appointment. There is reason to believe that in many cases these 2. Annual grants.

[1] This estimate includes two sums applicable to Brechin and Elgin, which, in the Financial Tables in the Appendix, are put under the head of salaries.

Finance.

salaries represent ancient endowments and the income from Church lands and other sources that were dedicated to the Burgh schools before and after the Reformation. But an inquiry into this interesting subject would require a very careful study of the burgh records, and would probably, after all, land us in conjecture. As a matter of fact, the salaries for the teachers are now paid out of the common good, and the altarages, glebe lands, and other possessions, of which we hear in Renfrew, Paisley, Irvine, and elsewhere, have long been lost sight of as special sources of income for the schools.

In one important respect the annual grants differ from endowments. They are voluntary contributions, with no security for their permanence. They may not be discontinued at any moment by the authorities, for the salary, like the appointment itself, is for life, but there is no obligation to continue it on the death of an incumbent; and there were indications every now and then, in the course of our inquiry, of economic counsels so far prevailing over liberal views as to show us that this was no shadowy or imaginary difference. Still, although the salaries are moderate in amount, there were only four or five out of the whole number of schools under the exclusive or joint patronage of the Town-Council in which there were no salaries at all. As a general rule, the rector or headmaster had an allowance of £20 to £100, and where there were several teachers of departments, frequently two or more had allowances. The total amount of the sum thus voluntarily subscribed for salaries during the last financial year was, in round numbers, £3500. This, however, represents only a portion of the sum contributed by the Town-Councils. They are in the habit of making annual grants to each school for prizes, feu-duty, repairs, and other necessary expenses. The outlay on these other items varies very much in different burghs, and even in the same burgh, from year to year; but except perhaps in one particular, in the purchase of prizes, which are distributed with a very liberal hand in some of the schools, it is restricted within the narrowest limits. A frugal spirit regulates the expenditure, more especially on repairs. Few of the burghs spend annually more than ten or twenty pounds on general school expenses. In several of them we failed to find any sum entered in the burgh accounts under this head. Some of them, however, are exceptionally liberal, and among these may be mentioned Aberdeen, Edinburgh, and Glasgow. The first of these burghs contributes, apart from salaries, no less than £880, and it has undertaken an annual burden of nearly the same amount till the year 1876, when its building-debt will be extinguished. The total amount of grants made for general school purposes by the different Town-Councils is about £2100. Altogether, therefore, the burgh contributions, both for salaries and other items, amount to about £5600, divided in the way that we have shown, namely, £3500 to salaries, and £2100 to other items. On the whole, this represents a fair amount of liberality, when we bear in mind that the grants are voluntary gifts, and enforced by no legal obligation.

3. Bursaries.

We come next to the mortifications in the Burgh schools

applicable to the students. Out of all the Public schools[1] from which we have received returns, forty-two have no bursaries; the rest have among them an annual income applicable to this purpose of £1630. Of this sum, £1272 are devoted to boys at school, and £358 to students at college. There are, besides, a few money prizes that might be included under this head, but they are insignificant in number and value. Here and there also, throughout the schools, we found boys in the enjoyment of bursaries that paid for their books and fees. In Airdrie, for example, a number of poor children were being educated at the Academy on the proceeds of a small foundation; but their connexion with this school was merely accidental, and might be terminated at any moment the trustees saw fit to send the children to another school within the bounds of certain parishes. To include these, therefore, in our estimate of bursaries attached to the Burgh schools would have been misleading, although the paltry pittance they afforded would not materially have added to the total. Finance.

The school bursaries, which are about 170 in all, yield on an average rather more than £7 a year to each bursar. There is, however, a great variety amongst them; and some are hardly worthy of the name of bursaries, while others are really valuable, and might be made extremely useful. Lanark is an illustration of a school where the bursaries are of trifling value. There are no fewer than 37 boys in the school, or a third of the whole number of scholars, who have bursaries. Their aggregate value is £76, 8s., and, in addition to the school fees, they yield each boy about £1 in money. Poverty and residence within the parish are the qualifications, and the bursaries are intended to furnish an elementary education. Ayr Academy has mortifications worth about £55, which educate fourteen or fifteen children, 'who are to be poor orphans, or chil-'dren of parents in necessitous circumstances.' In Banff there is a sum of £2000, the interest of which is applicable to twenty-six bursars, appointed partly by the Town-Council, and partly by the Kirk-Session of Banff, and which yield, on an average, £3, 10s. Tenable at school.

All the school bursaries, however, are by no means insignificant. Even in Banff, where the average is so low, there is one bursary worth £22 a year. In Inverness Academy there is a large endowment called the Mackintosh of Farr Fund. By means of it ten boys are clothed, educated, and boarded, at an annual cost of £499, or £50 a head. These bursaries are regulated by Act of Parliament, and under it power is given to establish three bursaries at a University of the value of £60 each. This power has not yet been exercised; when it is, the number of bursars at the school will be diminished. In Aberdeen New Grammar School there are 28 bursaries that vary in value from £3 to £16. In Dundee, there is one mortification to which we would call especial attention. In 1695 a person of the name of Ferguson left a sum of money for the maintenance of two boys at the 'Grammar School' of Dundee for four years, with

[1] Trinity College, Glenalmond, is not included in our estimate here or elsewhere, unless specially mentioned by name. It is a school by itself in Scotland. The special Report contains all the information regarding it.

Finance.

power to send any of the boys who were 'capable of learning, and 'had an inclination to be scholars,' to the University of St. Andrews when their school course was ended. This power has never been exercised by the trustees. The stock of the mortification consisted, at the close of last account, of £3230, and the income from this, and (we presume) from other money lying at interest, may be stated at £250. The annual expenditure amounts to £22; viz., £8 for each of the two bursars, and £6 for expenses of management. The factor on the estate has furnished us with the following explanations:—'The patrons (the Provost and Mr. Webster of Balmuir) 'are advised that they have no power to increase the number of 'bursars. They therefore contemplated an application for a pri- 'vate Act of Parliament, but are deterred by the expense attending 'the passing of such Acts. They look forward, however, to the 'passing of an Act to reduce the cost of private bills, and then 'hope to get powers.'

Bursaries tenable at college.

The college bursaries are much fewer in number, but more valuable than the school bursaries. There are two in Irvine of £20 each, tenable for four years, to be competed for by students about to enter college. There are three in Dumfries worth £18, £15, and £12. They are tenable each for one year. The bursars must attend the mathematical and one other class in Edinburgh or Glasgow University. They are open to all boys who have attended the Dumfries Academy for two years, and are given by competition in English, classics, and mathematics. In Dundee, two bursaries of £20 each have just been founded for the maintenance of two boys at St. Andrews. They are to be tenable for four years, and are to be given for attainments in classics and mathematics, an equal value being assigned to each subject. In Edinburgh High School there is but one college bursary of a rather peculiar nature. The dux of the High School, if he wish to prosecute his studies for one of the learned professions, and require assistance, is entitled to demand that the Governors of Heriot's Hospital should present him to a bursary at their disposal of the annual value of £20, tenable for four consecutive years during the student's attendance in the literary classes of the University of Edinburgh. In the Madras College, St. Andrews, there are eight bursaries for boys who have been educated at the school for at least three years. They are tenable for four years, and consist of—one of £20, two of £15, and five of £10. They are presented each year to the two best pupils in the classical department, and the bursars must attend St. Andrews University.

It will be seen, from the above details, that the college bursaries are mostly given by competition, or are assigned to those boys who have distinguished themselves at school. We believe that they have proved of undoubted service in promoting the education of deserving students. We wish that we could say as much in favour of the school bursaries, but truth compels us to acknowledge that they do less good than might be expected, and that occasionally, from the mode of their administration, they are a positive evil. The first point to which we would call attention is the small value of most of

the bursaries. A few of the less important might be retained for necessitous cases, but it would certainly be an advantage if a number of them were thrown into one, so as to raise the minimum value to £6 or £7. Finance.

In the next place, the condition of poverty attached to most of the bursaries is one of very doubtful utility. It seems, at first sight, wise and considerate, but it would greatly increase the good done by the bursaries, and the value attached to them, if this condition were repealed. Bursaries should be the prizes of merit, and poor students, we may be sure, would win their fair share of them in open competition. As it is at present, the holder of a school bursary is more or less the recipient of charity. It was always, therefore, a matter of delicacy, on this very score, to push any inquiries about the bursars.

But infinitely worse than the condition of poverty attached to most of the bursaries, is the fact that they are given without competition. No good can ever be done till the present close system is abolished. Its evil effects were constantly brought under our notice. They mainly showed themselves in two ways; the bursaries were sought after on account simply of their pecuniary value, and the bursars were very often among the most incompetent boys in the schools. In Montrose, where eight boys received each £18 and a free education in Latin, the latter, we were told, was regarded rather as a penalty than a privilege attached to the endowment. In Banff and Dundee the same tendency manifested itself to disparage the educational part of the bursary, and to value only its pecuniary advantages. In Aberdeen we directed particular attention to the bursars. Twenty-six bursaries are there given without competition. The patrons are in some cases private individuals, in others the Town-Council and other public bodies. The rector and masters were very strongly of opinion that the bursaries should be thrown open to competition. One master, who had been twenty-two years connected with the school, said that, during all that time, only twice or thrice had the best or even a very good scholar in his class been a bursar. The advocates of things remaining as they were, urged that the bursaries were bequeathed for the benefit exclusively of poor children, and that the intention of the donors would be frustrated if they were thrown open to competition. In the special report on Aberdeen there is a list given of the places held by twenty-four bursars whom we found in the school at the time of our visit. Of seven bursars presented by the Town-Council two were actually the 'boobies' of their respective classes, and only five out of fourteen presented by them and private patrons were in the upper half of their classes. No reform will be worth much that falls short of throwing these and all other school bursaries open to competition for all who choose to come forward and submit to an examination. So strongly did the evils of the close system of election press themselves upon us in Aberdeen and everywhere else, that we could hardly regret the paucity and the smallness of the bursaries. By the changes, however, that we have ventured to suggest, by putting several of the smaller bur-

Finance.

saries into one, by removing the restrictions that confine them to one class of boys (restrictions that are really unkind to the very persons whom they are intended to protect and benefit), and, above all, by throwing them open to competition, there is no doubt that the bursaries would prove of very great value to the schools, both in attracting good hard-working boys, and in rewarding merit and industry. In these altered circumstances we should rejoice to see both school and college bursaries largely multiplied.

4. Fees and cost of education.

The chief source of the income of the schools is the fees. As a general rule, they are paid quarterly in advance, but there are exceptional cases in which they are paid monthly, or at the end of the quarter. In the same school there is sometimes a want of uniformity in the practice of the different masters. In Perth, for example, the rector of the Grammar School collects his fees at the beginning of the second and fourth quarters; the rector of the mathematical school and the drawing-master collect theirs near the end of the session; the French master at the beginning of each quarter. The English and writing-masters did not say when they were paid, but stated that the rule of quarterly payments in advance was not enforced. The total amount of the fees paid in fifty-eight Public schools[1] was, in round numbers, £42,658, which, divided among 14,784 scholars, gives an average annual fee for each of £2, 17s. 8d.

The fees vary considerably in different localities, and depend on the character of the school itself, and the kind of education that it professes to give. Some of the Burgh schools are purely elementary; some of them are for the higher branches alone; most of them give both an elementary and a higher education. In what follows, therefore, we shall look at them in both of these lights, and keep the two departments separate.

(1.) In the elementary part of the school, the scholars, boys and girls, are from six to eleven years of age, and the subjects they learn are English, writing, and arithmetic. The quarterly fee for these subjects varies from 4s. at the lowest to £1, 1s. at the highest. The usual rate in two-thirds of the schools is from 7s. 6d. to half a guinea. A second class charge from half a guinea to 15s.; and a third class, composed of a very few schools, from 15s. to a guinea. These fees, however, are not charged in one sum for all the subjects taught, but the regulation of the school fees by a cumulative scale, according to the number of subjects taken, begins with the very earliest years of the course. English is generally the dearest, then arithmetic, and last of all writing, but there is no uniform law of precedence. In some schools a choice is given between following a regular course and a selection of classes, and certain advantages are offered to those who take all three subjects. Generally speaking, also, where a master teaches more than one branch, writing, for instance, and arithmetic, there is a reduction in the rate of fees, so considerable in some cases that the two subjects together cost but little more than each of them does when charged separately.

[1] These schools include Glasgow High School and Glasgow Academy, where we have made an estimate of the fees, but not Trinity College, Glenalmond.

On the whole, the difficulty of estimating the amount of fees paid by each pupil in the junior department of the school is not great. The subjects are those that all follow; the cost of education is identical with the rate of fees, and may fairly be estimated at an average of 10s. 6d. a quarter, with occasional deviations on either side of the line as low as 4s. and as high as 21s.

(2.) After passing through the elementary course, there is a higher course of four or five years, in almost all the Burgh schools. The scholars in this department are from eleven to fifteen or sixteen years of age. The ordinary subjects taught are Latin and Greek, English, mathematics, French (and in a few schools, German), arithmetic, writing, and book-keeping. All these subjects are not necessarily taught in any one year, but the aim of the whole arrangements of the school is to give its scholars an adequate knowledge of as many of these as they choose to pay for. The scale of fees for these subjects is far from uniform. The disparity that exists in this respect between schools in their elementary departments is greatly increased with the increased importance and number of the subjects. For full details on this point we must refer to the special Reports, which in every case give the scale of fees and the estimated cost both for elementary and advanced scholars. What we shall endeavour here is to state the substance of these Reports in as condensed a shape as possible.

In the first place, then, we divide the schools into three classes, according to the scale of fees. In the next place, we arrange all the subjects of study that an advanced scholar may be expected to take under four main departments—classics, modern languages,[1] English, and mathematics. And, lastly, we put aside purely Parochial schools, where most of the higher subjects are either not taught, or only to a limited number of advanced scholars. Of each group of schools we take five specimens, beginning with the class whose fees are lowest. The selected specimens of the first class are the schools of *Old Aberdeen*, *Hamilton*, *Banff*, *Kirkcudbright*, and *Tain*.

Schools.	Departments.				Total.	
	Classics.	Modern Languages.	English.	Mathematics.	Quarterly.	Yearly.
	s. d.	*s. d.*	*s. d.*	*s. d.*	£ *s. d.*	£ *s. d.*
Old Aberdeen,	*General charge for all Branches,				0 10 6	2 2 0
Hamilton, . .	Do.	do.	do.,		0 15 0	3 0 0
Banff, . . .	7 6	None.	3 6	5 0	0 16 0	3 4 0
Kirkcudbright,	5 0	5 0	3 0	7 6	1 0 6	4 2 0
Tain, ...	†10 0		8 0	8 0	1 6 0	5 4 0

* No modern languages are taught at Old Aberdeen.
† Classics and French together.

These schools, it will be seen, range from 10s. 6d. to £1, 6s. a quarter, or from £2, 2s. to £5, 4s. a year. The average quarterly fees are 17s. 7d.; the average yearly fees are £3, 10s. 4d.

[1] Either French or German.

Finance.

The selected specimens of the second class are the schools *Stirling, Dumfries, Paisley, Aberdeen,* and *Dundee.*

Schools.	Departments.				Total.	
	Classics.	Modern Languages.	English.	Mathematics.	Quarterly.	Yearly.
	s. d.	s. d.	s. d.	s. d.	£ s. d.	£ s. d.
Stirling, .	7 6	7 6	5 0	7 6	1 7 6	5 10 0
Dumfries,	10 0	7 6	5 0	10 0	1 12 6	6 10 0
Paisley, .	10 6	10 6	9 0	7 6	1 17 6	7 10 0
Aberdeen,	16 0	10 6	7 6	6 0	2 0 0	8 0 0
Dundee, .	11 6	10 6	6 0	13 0	2 1 0	8 4 0

Stirling is the link between the first and second classes. The fees range in these five schools from £1, 7s. 6d. to £2, 1s. a quarter, or from £5, 10s. to £8, 4s. a year. The average quarterly fees are £1, 15s. 8d.; the average yearly fees are £7, 2s. 9d.

The selected specimens of the third group are the schools of *Inverness, Greenock, The Edinburgh High School, Glasgow High School,* and the *Edinburgh Academy.*

Schools.	Departments.				Total.	
	Classics.	Modern Languages.	English.	Mathematics.	Quarterly.	Yearly.
Inverness,	General charge for all Branches,				£2 2 0 to 2 12 6	£8* 8 0 to 10 10 0
Greenock,	£0 15 0	£0 15 0	£0 15 0	£0 15 0	3 0 0	12 0 0
Edinburgh High School,	General charge for all Branches,				2 2 0 to 3 5 0	8† 8 0 to 13 0 0
Glasgow,	£1 0 0	£0 13 6	£0 12 6	£0 15 0 Geo. 10 6	3 11 6	14 6 0
Edinburgh Academy,	General charge for all Branches,				2 15 0 to 4 5 0	11 0 0 to 17 0 0

Inverness connects the second and third classes. If we take only the highest quarterly fees in each of the five schools, they range from £2, 12s. 6d. to £4, 5s., and similarly, the yearly fees range from £10, 10s. to £17. The average quarterly fees are £3, 6s. 9d., and the average yearly fees are £13, 7s. 2d.

Difficulty of estimating the cost of education.

Having thus briefly considered the different scales of fees, it might be supposed that we had arrived at the cost of education in each of the three groups. But here a serious difficulty occurs and interferes with our calculations. Except in those schools (two or three in number) where there is an enforced curriculum, or in those others (also rare exceptions) where there is a basis fee for all the ordinary branches, as in Dollar Institution, the cost does not coincide with the total sum that the fees amount to. In the cheap-

* According to cumulative scale, the charge would be from £12 to £21, 8s. per annum.
† The rate for selected classes is proportionately higher.

est group, the difference, probably, is not very great, but in the second and third groups the average cost is considerably less than the aggregate amount of fees in the four main departments. This is brought out in our special Reports, but the diversity of practice is so great on the part of the scholars attending the schools, that we are left very much to conjecture in forming any general estimate. In Edinburgh High School, for example, the fees and the average cost are almost identical, because there are only 25 pupils out of 376 who do not follow the prescribed course, but in Glasgow, on the other hand, where the fees of the four main departments amount to £14, 6s.; the actual sum paid by each scholar is only £5, 11s. 10d. The table[1] that we subjoin of the total amount of fees in each school, divided by the number of scholars, brings out the discrepancy very clearly. It is open, of course, to the objection, that it comprehends all the scholars both of the elementary and the advanced departments; but after due allowance made for those in the junior section, whose fees reduce the average, there still remains a wide margin of difference between the fees as stated above and the actual cost. According to the best estimate that we have been able to form, the difference is not less than a fourth, or 25 per cent. After making this deduction, we arrive at an approximation of the private cost of education. In order to arrive at the total cost, both public and private, we have only further to take into account the expenditure from endowments, from annual payments of every kind, both for masters' salaries and for general school purposes, made by Town-Councils or trustees, and in the shape of Parliamentary grants. These together add an average of 18s. 10d. a head as the public cost, apart from the outlay of parents. This sum applies equally to scholars in the elementary and advanced departments, as it would be impossible to draw any distinction between the parts applicable to juniors and seniors.

Cost of elementary and higher departments.

Bringing together, then, the result of our inquiries under this section, the cost of education in the elementary department of the Burgh schools varies from 4s. to £1, 1s., and is on the average 10s. 6d. a quarter. The cost of education in the higher department of the Burgh and Public schools is to be taken on three separate scales. The average of the lowest class of schools, that is to say the cheapest, is 17s. 7d. a quarter, or £3, 10s. 4d. a year. The average of the second class, which is the most numerous, is £1, 15s. 8d. a quarter, or £7, 2s. 9d. a year, and the average of the third class is £3, 6s. 9d. a quarter, or £13, 7s. 2d. a year. In addition to this, the public cost from all sources, in both the elementary and the higher department, is 18s. 10d. a head.[2]

Before passing from this subject, we may be allowed to make a few remarks on the Scotch system of regulating school fees by a cumulative rate. This system is to some extent connected with the absence of a curriculum. Into the larger question which

[1] The table will be found at the end of the Chapter.

[2] The public cost would be considerably less—not more than 16s.—if the schools privately endowed were excepted.

Finance.

this suggests we do not here enter, as it is discussed in a separate chapter upon organization; but looking at the matter from a financial point of view, we may state our conviction that it either acts as an inducement to students to forego one or more subjects of importance each year, thus limiting their education within unduly narrow bounds, or if they follow a complete course it makes their education dearer than it ought to be. In the interests of the pupil we may fairly urge, that in every school there should be a curriculum laid down by the Directors, and that where a boy follows it there should be a reduction on the fees. We might urge it also in the interests of the masters themselves, for we are convinced that a fee is often lost altogether by the economical scruples of the parents, who would be induced by the better bargain of a prescribed course to enter their boys for a complete curriculum.

5. The emoluments of the masters.

The last subject that we proposed to consider under the head of finance was the emoluments of the masters from all sources. In almost every school they were kind enough to furnish us with the particulars, and in only one school of importance were we left to conjecture on this subject. The highest income that we found after paying assistants was £1000 a year, and the lowest in a Burgh school was £41. Each of these extremes, however, was quite exceptional, and the scale of emoluments may be said to range between £120 and £300. These emoluments represent all that the masters receive. There are no houses attached to their office, except in the case of the endowed schools in Dollar, Fochabers, St. Andrews, and Newton-Stewart, and a few Burgh schools.

In those schools where there is a rector with a definitely recognised position above the other masters, his income is higher than that of any of his colleagues. In most of the schools, however, where there is no rector, or one in name only, the incomes of the masters vary according to the number of the pupils, and no rule can be laid down for graduating the incomes enjoyed. Sometimes it is the English master, sometimes the mathematical master, and sometimes the writing-master, who has the pre-eminence. In commercial towns especially the classical master has hard work to maintain his position, and occasionally he is lowest in the scale of emoluments. This is a curious result, when we remember that till within the last fifty or sixty years, and in some cases but a few years ago, the classical master was supreme, and the schools were purely grammar schools. It is, however, an inevitable result of progress, and must end, in many schools, in the position of the classical master becoming worse paid than any of the others. In order to avert this, which has been felt to be an unsatisfactory prospect, various devices have been suggested or tried. Among others, it has been proposed to throw the fees into a common stock, out of which the masters shall be paid on some fixed principle. But this is a scheme that could be worked only in a very few schools, and implies a revolution in the relations that have hitherto existed among the masters, and the substitution of an enforced curriculum for the present system of selected classes. Another solution of the difficulty has been to attach to the classical master's office one of the more popular

branches, English for example, either altogether, or in its higher departments. This union of Classics and English, under one head-master, is at present being tried as an experiment in Ayr Academy. Should it prove successful, it might be introduced, as opportunity offered, into other schools also; and should it prove a failure, the classical master must be prepared to accept his position, and submit to a change of circumstances, which the present demands for a modern education render inevitable.

In illustration of this subject we take fifteen of the chief schools which represent fairly the comparative position of the masters in a pecuniary point of view. We number these schools without giving their names.[1]

Having thus briefly noticed the five points included under Finance, namely Endowments, Annual Grants, Bursaries, Fees and Cost of Education, and Emoluments of Masters, we would in conclusion call particular attention to the poverty of the schools to which we have referred more than once in the foregoing pages. Their most noticeable feature is the want of permanent endowments, and the consequent dependence of the masters almost entirely on school fees. This is not a condition of things altogether without its advantages. On the one hand, as affecting the schoolmasters themselves, it has no doubt contributed not a little to the energy and success with which they have worked, while, as regards the parents, it has necessitated a liberal system of school fees, and has taught them to value the education for which they were obliged to pay. Both of these arguments are of considerable weight, and acquire a special significance from the evil results that have attended over-grown endowments. But we cannot help thinking that, as it concerns Scotch schoolmasters, the argument has been pushed to a cruel length. No one would desire to see them independent of their fees altogether, and still less would any one wish the middle classes relieved of a burden which they can well afford to bear. But there is no danger of such a result either to parents or schoolmasters. There is a great interval, indeed, between the absolute want of endowments in Scotch schools, and the superabundance that might be expected to end in such disastrous results. All that any reasonable person would advocate is a moderate supplement to the masters' incomes, and a source of provision for retiring allowances. How then, it may be asked, are the necessary funds to be got for such objects? It can hardly be expected that they will be supplied by increased liberality on the part of the Town-Councils and others who direct our Schools. They apply the funds at their disposal with as much liberality as they can venture to display. And in the course of our inquiries we occasionally saw a tendency, even among the members of the Town-Councils themselves, to diminish rather than increase the grants for education of a higher sort. Outside the Town-Councils also there would certainly be great jealousy of any large outlay from the Burgh funds on the endowment of masters, or on any education except

[1] The Table will be found at the end of the chapter.

Finance.

that perhaps of an elementary sort. Nor again would it be of much use to inquire how far endowments originally devoted to the Grammar Schools have been swallowed up in the general Burgh Funds; for it would probably be found after all that they were insignificant in value, and that their full amount was paid by the authorities in the shape of salaries or general expenses. Failing, therefore, the Town-Councils, there are three other sources from which endowments of a permanent nature may be looked for—a Local Rate, the Government, and Private Munificence.

Should the first of these be the source, it would naturally take the place of the annual grants made by the Town-Councils for salaries and other school purposes, and would relieve them of the difficulty of assigning funds from year to year for these ends. It would not, however, interfere with, or supersede, the present endowments apart from the Town-Council grants, and would go along with them to form the fund from which the masters were salaried, the buildings kept in repair, and other necessary expenses met.

Should the Government be the source from which further grants are obtained, these grants would merely be a supplement to the present sources of income. It would be a deplorable result if they superseded the voluntary efforts of the Town-Councils. They would require, therefore, either to be associated with a local rate yielding at least as much as the present outlay of Town-Councils, or, in giving them, the Government would require to make it a condition with the Burghs that annual grants of a certain value should be set over against them. In fact, Government aid should be given, with rare exceptions, only to those who were ready to lend a helping hand to themselves, and should not be the means of relieving illiberal and perhaps wealthy burghs.[1]

[1] In reference to the question of Government aid we may call attention to the statement of Professor Geddes (Appendix A. p. 200). In answer to the inquiry "Have you any suggestions to make upon Middle-Class Education in Scotland?" he says:—"Nothing occurs to me specially on these heads, except that, along with organization and responsibility to a central authority, there ought to be combined three things:—*first*, good salaries, whether through an educational rate, or by a Parliamentary grant, so that the offices in question may attract and retain men of good parts and high attainments; *secondly*, a system of promotion, in which effect shall be given to merit; and *thirdly*, a more practical and distinct recognition, socially and nationally, of the honourableness of the teaching profession. The first of these three is the great desideratum, and, were that conceded, the other things would follow. Even £500 to each of thirty burgh schools would do a great deal. A salary of £100 a year could thus be got to endow a classical, a mathematical, and an English mastership respectively, besides £200 for a higher classical mastership, with the position of rector, and this, as a nucleus, along with other supplements of fees and local endowments, would enable us at all events to make a fair start. Out of the huge *surplus* revenue raised within the kingdom of Scotland, and acknowledged by the highest authority in Parliament to be spent elsewhere, a few thousands might well be spared for such a purpose; and, with the example of Prussia before us, we may entertain the conviction that such a grant as we venture to suggest would prove not only a legitimate but a beneficial outlay of public money."

The third source of endowments, Private Munificence, is not one that could be largely calculated on. We notice it, however, in order that we may make two suggestions. In the case of large endowments being made by individuals for Public schools, the municipal authorities should endeavour to retain the patronage, partly, at least, in their hands; and secondly, those who are disposed to make such mortifications, should stipulate for the continuance of a certain amount of liberality on the part of Town-Councils. The failure to do so in St. Andrews and Cupar-Fife, resulted, as we have seen, in the municipal authorities relieving themselves, almost entirely, both of the responsibility of management and the duty of contributing to the funds of the school. Private benefactors, therefore, might make the founders of the Dick and Milne Bequests their example. These endowments largely benefit the parochial schoolmasters in certain counties, because they supplement, and do not supersede, the incomes they enjoy from other sources. Finance.

There is yet another source from which aid might be obtained, to which we have referred both in our General and Special Reports, namely Hospital funds and endowments. Could any considerable portion of these be made available for the encouragement of the higher or secondary education, the question of funds would be very much simplified, and the demands either on local rates or on the public purse would be greatly reduced. But the whole subject which this opens up is one on which our information is as yet so incomplete and inexact that it is impossible to form even an estimate of the aid that might be expected from such endowments. There is no doubt, however, that the Hospital revenues and 'mortifica-'tions' throughout Scotland are of enormous value. Some of them as at present administered are of little use, and the number of persons whom they benefit, when compared with their pecuniary value, is ridiculously small. It has been estimated that in Edinburgh alone there is an annual income of nearly £40,000 expended on nine hospitals, and that the cost for the board and education of 900 scholars maintained in them is £43, 10s. a head. There are Hospital funds elsewhere which have been already so far diverted from their original purpose that there would be no injustice in appropriating them, partially at least, to education. The circumstances of the times since their foundation have so completely changed, that they can no longer be applied for the behoof of the classes or persons for whose benefit they were left. In Stirling, for example, there are hospital funds of this kind of the annual value of £5400. To these our attention was especially directed when we were examining the Burgh School. They were 'mortified' at a time when certain trades and crafts possessed a monopoly, and were applied, as long as this lasted, for the support of indigent members of the different guilds. It was represented to us that a very large portion of the persons who now enjoy these funds have no connexion whatever with the trade of their respective corporations, nor even with the town of Stirling. It has been estimated that, after making due allowance for the legitimate purposes of the mortifications, there

Finance.

would be an annual surplus revenue of £2000 available for education. There are probably other cases of a similar nature, in which the trustees would be willing to apply the funds at their disposal for the better support of schools, but we content ourselves here with having merely indicated a source of aid, and with the general statement (as Mr. Laurie puts it in his answer to our Inquiries[1]), that 'it will one day probably be a question to what extent the large 'funds "mortified" for "hospital" purposes may be turned to the 'general use without detriment to the interests of the persons 'whom the founders specially intended to benefit.'

[1] General Report, Appendix, p. 204.

TABLE OF FEES, showing the Average Amount paid by each Scholar.

DISTRICT.	Name of School.	Amount of Fees.	No. of Scholars on Roll.	Average rate per Scholar.
Aberdeen,	Aberdeen New Grammar,	£1,139 3 3	272	£4 3 9
	Do. Old Grammar,	60 0 0	47	1 5 6
Ayr,	Ayr Academy,	1,476 0 0	405	3 12 10
	Campbeltown Burgh and Par.,	60 0 0	86	0 14 0
	Irvine Academy,	460 0 0	160	2 17 6
Dumfries,	Annan Parish and Burgh,	60 0 0	165	0 7 3
	Do. Academy,	132 0 0	135	0 19 7
	Dumfries Academy,	650 0 0	230	2 16 6
	Kirkcudbright Academy,	212 5 0	137	1 11 0
Dundee,	Dundee High,	2,305 3 9	802	2 17 6
Edinburgh,	Edinburgh High,	3,817 8 0	376	10 3 0
	Do. Academy,	4,661 12 6	377	12 7 3
Elgin,	Banff Grammar,	134 0 0	136	0 19 8
	Elgin Academy,	232 6 6	137	1 13 11
	Peterhead Academy,	126 16 0	126	1 0 1
Falkirk,	Airdrie Academy,	354 12 6	342	1 0 9
	Falkirk Parochial or Grammar,	270 0 0	280	0 19 3
	Hamilton Academy,	360 0 0	286	1 5 2
	Lanark Burgh,	90 0 0	116	0 15 6
	Linlithgow Burgh Grammar,	109 0 0	70	1 11 1
Glasgow,	Glasgow High,	4,474 2 0	800	5 11 10
	Do. Academy,	6,170 16 0	710	8 13 9
Greenock,	Greenock Academy,	2,266 2 0	334	6 15 8
Haddington,	Dunbar Burgh,	118 14 0	142	0 16 8
	Haddington Burgh,	32 0 0	24	1 6 8
	North Berwick,	60 0 0	45	1 6 8
Inverness,	Forres Academy,	125 0 0	158	0 15 9
	Inverness Royal Academy,	1,250 0 0	215	5 16 3
Kilmarnock,	Dumbarton Burgh Academy,	200 0 0	171	1 3 4
	Kilmarnock Academy,	430 0 0	240	1 15 10
	Port-Glasgow Burgh,	124 13 4	49	2 10 10
	Renfrew Burgh,	90 0 0	206	0 8 9
	Do. Grammar and Blythswood Testimonial,	80 0 0	190	0 8 5
Kirkcaldy,	Burntisland Burgh,	65 10 8	173	0 7 6
	Kirkcaldy Burgh,	250 0 0	251	0 19 11
Leith,	Leith High,	850 0 0	198	4 5 10
	Musselburgh Grammar,	152 0 0	65	2 6 9
Montrose,	Arbroath High,	734 9 8	327	2 4 11
	Do. Parochial or Burgh,	220 0 0	349	0 12 7
	Brechin Burgh, Par., & Gram.,	203 0 0	237	0 17 1
	Forfar Burgh,	220 0 0	191	1 3 0
	Montrose Academy,	930 0 0	270	3 8 10
Paisley,	Paisley Grammar & Academy,	620 18 6	271	2 5 9
Perth,	Perth Academy,	1,550 0 0	355	4 7 3
St. Andrews,	Cupar Madras Academy,	424 13 3	521	0 16 3
	St. Andrews' Madras College,	2,307 7 9	863	2 13 5
Stirling,	Dunfermline Burgh or Gram.,	154 2 6	74	2 1 8
	Stirling High,	638 0 0	328	1 18 10
Wick,	Kirkwall Burgh or Grammar,	60 0 0	93	0 12 10
	Tain Academy,	220 0 0	102	2 3 1
Wigtown,	Stranraer Academy,	160 0 0	141	1 2 8
	Wigtown Burgh and Parochial,	65 0 0	136	0 9 6
	Peebles Grammar and English,	145 0 0	177	0 16 4
	Rothesay Parochial,	165 0 0	296	0 11 2
	Selkirk Burgh,	85 0 0	275	0 6 2

Finance.

Incomes of Teachers of Departments.

		Classical.	Modern Language.	English.	Mathematical.	Writing or Commercial.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	Rector,	340 0 0	12 0 0	70 0 0	251 0 0	.....
	1st Master,	202 7 6	.....	.....	.....	.....
	2d do.,	201 7 6	.....	.....	.....	.....
	3d do.,	205 18 6	.....	.....	.....	.....
	4th do.,	224 9 9	.....	.....	.....	.....
2.	Rector,	401 5 0	146 0 0	.....	270 0 0	249 0 0
3.	.....	170 0 0	.....	175 0 0	.....	160 0 0
4.	.....	145 0 0	.....	132 0 0	130 0 0	.....
5.	.....	224 0 0	.....	195 0 0	220 0 0	.....
6.	.....	236 0 0	F.311 0 0	.....	.....	.....
	.....	.....	G.139 0 0	420 0 0	242 0 0	W. 400 0 0
	.....	.....	.....	.....	.....	C. 200 0 0
7.	Rector,	614 9 9	F.210 2 0	407 5 0	A.285 19 10	335 15 6
	1st Master,	567 2 0	G. 69 7 6	147 15 0	M. 82 15 0	.....
	2d do.,	528 5 6	.....	.....	.....	.....
8.	1st Master,	450 0 0	460 2 0	1095 0 0	1108 0 0	736 0 0
	2d do.,	300 0 0	.....	.....	.....	.....
	3d do.,	150 0 0	.....	.....	.....	.....
9.	.....	230 0 0	150 0 0	230 0 0	300 0 0	220 0 0
10.	.....	130 0 0	F.120 0 0	150 0 0	250 0 0	80 0 0
	.....	.....	G.150 0 0	.....	.....	.....
11.	.....	130 16 0	.....	165 17 2	.....	228 6 8
12.	.....	206 0 0	260 0 0	350 0 0	195 10 0	395 0 0
13.	.....	333 0 0	480 0 0	343 8 0	260 0 0	W. 194 11 9
	.....	.....	.....	150 0 0	.....	C. 352 11 0
14.	.....	225 0 0	103 0 0	311 0 0	227 0 0	.....
15.	.....	165 0 0	.....	310 0 0	.....	235 0 0
	Total,	6380 1 6	2610 11 6	4652 5 2	3822 4 10	3786 4 11

Average.[1]

23 Classical,	£277
13 Modern Language,	200
16 English,	290
13 Mathematical,	294
13 Writing or Commercial,	291

[1] It must not be supposed that this is the average in all the schools. The schools above are the principal schools, and were selected merely to show the comparative position of the masters in a pecuniary point of view.

CHAPTER V.

TEACHERS AND SCHOLARS.

Previous Training of Teachers—Relation of Teachers to Scholars—Ages of Scholars in Public and in Private Schools—Influence of Mixed Schools of Boys and Girls—Education of Girls—School Hours and Holidays—Physical Education and Recreation—Results.

HITHERTO we have discussed questions relating to the Burgh and Middle-Class Schools viewed externally, and have dwelt upon points of general importance as they affect the schools, the teachers, and the scholars, outside the school precincts. We have now to consider the more prominent matters within the schools, and to discuss the various questions that affect them internally. In subsequent chapters we shall consider the organization of the schools and classes, the subjects of instruction taught in the different departments, methods suggested for improving the schools, and their relation to the universities. In this chapter we propose to state generally the more important facts which have come under our notice with regard to the teachers and the scholars in the schools that we have visited, and to consider shortly one or two miscellaneous questions which have arisen. These questions are—the influence of mixed schools upon the boys and girls who attend them; the length of holidays and school hours; the attention paid to physical education, and the means of recreation provided for the scholars.

The schools have been viewed *externally* hitherto.

Internal questions now to be discussed.

In this chapter we have to discuss—
1. Previous training of teachers.
2. Relation of teachers to scholars.
3. Miscellaneous questions.

§ 1. The important question of the tenure of the schoolmaster's office has already been discussed,[1] and our views upon the relations of the rector and masters to each other are given in a subsequent chapter.[2] We have here to consider;—the previous training of the teachers in the schools, and the relation of the masters to the scholars. In the 69 schools[3] from which we have returns, as will also be seen from the table at the foot of this page,[4] there were 286 masters. Of these, 176 were employed in 54 public schools in

Previous training of teachers.

[1] *Cf. ante*, p. 47. [2] *Cf. infra*, chap. vi.

[3] Glasgow High School is not included in this estimate, as we received no special returns from that school.

[4] SCHOOLS.

Description.	No.	Number of Masters trained at: University, with Degree.	University, no Degree.	Normal School.	Otherwise.	TOTAL.
Public, in Burghs, .	54	61	64	18	33	176
Public, not in Burghs,	4	15	7	3	7	32
Private, . . .	11	28	30	7	13	78
TOTAL, Numbers, .	69	104	101	28	53	286
TOTAL, Percentage,	...	36·3	35·3	9·7	18·7	100·0

Teachers and Scholars.

burghs; 32 in 4 public schools not in burghs, namely, Dollar Institution, Milne's Institution, the Ewart Institute, and Trinity College, Glenalmond; and 78 in 11 private schools. In the first set of schools, 61 masters out of 176 were graduates from some University either in this country, or in England, or on the Continent; 64 had attended some University, but had not graduated; 18 had been trained in Normal schools; and 33 had no special training. In the second set of schools, 15 out of 32 were graduates; 7 had attended some University without graduating; 3 were trained in Normal schools; and 7 had no special training. In the third set of schools, 28 masters out of 78 were graduates; 30 had attended some University without graduating; 7 were Normal-school men; and 13 had no special training. In other words, about 36 per cent. of the Burgh and Middle-Class masters are graduates from some University; 35 per cent. have been educated at some University, but have not taken any degree; 10 per cent. have been trained at Normal schools; and 19 per cent. have had no special training. From this summary, it is obvious that the universities do a great deal for the schools in the way of providing teachers for them, and their influence upon the education of the country is thus considerable. But it will be observed that comparatively few have taken degrees from any university. If the English and foreign university graduates were deducted, it would appear that little more than a quarter of the teachers in the Scottish schools would have completed their university course in Scotland. Sufficient importance does not seem to be attached to the necessity of some distinct qualification of competency in the election of a teacher. A degree is a qualification, and it would be desirable that this were more widely recognised. Attendance at college may constitute a good training, or it may not. If he has no degree, there is no proof that a candidate for a mastership received any benefit from his university course. If he has a degree, there is some guarantee that he has been a successful student, and has carried off some benefit from his university. Of those who are graduates in the schools visited, the great majority teach the classical and mathematical departments; and, from the manner in which the majority of these departments are conducted, as compared with other departments, it appears that university training is of undoubted advantage to the teachers. Some of the classical teachers are men of high attainments and sound scholarship. Even in the comparatively humbler schools, we found excellent classical scholars employed as teachers. In the Kirkcudbright Academy, for instance, the rector, Mr. Cranstoun, who is already well known for his translation of *Catullus*, presides over a school containing 137 scholars, and enjoys an income of £145 per annum. In this school we found a small class of boys and girls reading Homer, and one boy reading the 'Prometheus Vinctus' of Æschylus.

71 per cent. of the Middle-class schoolmasters have had University training.

10 per cent. are Normal-school men.

19 per cent. have no special training.

Comparatively few are graduates.

Necessity of some qualification for a teacher not sufficiently recognised.

Some of the classical teachers in the comparatively humble schools are men of high attainments.

Instance.

Normal-school trained men not much employed as teachers.

Normal-school trained teachers are not much employed in the Middle-class schools. Only nine per cent. altogether are so returned. It is probably better that it should be so. Though technical education in the art of teaching is undoubtedly of much value for all masters, the exclusively routine teaching of the Normal schools

is apt to be narrowing to the mind of the recipient. The Normal-school stamp of man is inferior as an intellectual type to the well-trained university man. The former lacks the vivacity of mind and variety of illustration which comes readily to a more widely-read and more highly educated man. Their method of teaching is too contracted for the higher class of schools. In Elementary schools, the originality and power of mind which are fostered and brought out by a successful course of university instruction are not essential, or at least the absence of these qualities is not remarked. But in schools professing to give a secondary education, where the scholars are older and more advanced, the narrowing influence of exclusively Normal-school training, and the stereotyped method of instruction derived from it, are at once apparent, and do not appear to be productive of good results. For the younger and more elementary classes in the Burgh and Middle-class schools, Normal-school men might profitably be employed as assistants,—and, indeed, for elementary teaching, none better could be found—but not in the higher and more responsible positions. For these, as we shall show hereafter,[1] a completed university course, culminating in a degree, or, still better, a degree with honours, would appear to be desirable. Detailed information upon the subject of the training of the masters in the different schools will be found in our special Reports.

Teachers and Scholars.

Their method of teaching is too contracted for the higher class of schools.

Normal-school teachers might be well employed in the elementary classes of the Middle-class schools.

§ 2. We may consider the relation of the teachers to the scholars from two points of view, numerical and personal. By the former we mean such points as the numerical ratio of scholars to teachers, and the maximum and minimum numbers of scholars in one class and under one teacher. In considering this question, we find that there is a great difference in the ratio of scholars to teachers in the Public and in the Private schools, and also in the Public schools in burghs and the four Public schools not in burghs. Taking the average throughout the whole number of schools, it appears that there are 52 scholars to each teacher. But taking the average number of scholars to each teacher in Public schools in burghs it is 73; in Public schools not in burghs, it (including Trinity College, which is only 11) is 38; and in Private schools it is nearly 14. This represents a very great diversity in teaching power, but it can be explained in the following manner:—Many of the smaller Burgh schools, such as Arbroath, Linlithgow, and Dunfermline, are undermastered. In the first of these there are 349 boys and girls in all stages of advancement in every subject, and only one master to teach them; in the second, 70 to one master; and in the third, 74. In the Private schools again, visiting teachers have been returned to us as masters, and in some cases assistants have been designated as masters, and in others as assistants. In point of fact, therefore, it is almost impossible to come to a satisfactory statistical result upon this subject, both for the reason above given, and because any such estimate must be fallacious, as there is such a remarkable diversity in the different schools, in the different departments of the same schools, and in the different classes of the same departments. Any average must be deceptive, and the only way of conveying an idea

Relation of teachers to scholars—(*a*) Numerical.

General average is 52 scholars to each teacher.

Average in Public schools in burghs is 73;

in Public schools not in burghs 38;

in Private schools, nearly 14.

How this difference is explained.

Averages on this head are necessarily deceptive.

[1] *Cf. infra*, chap. ix. p. 169.

Teachers and Scholars.

Size of classes.

Large classes and small classes are equally bad.

In large classes either the backward or the forward boys must be neglected.

Illustration.

of the numerical relation of teachers to scholars is by illustration. In some schools, then, we found teachers with classes containing upwards of a hundred scholars; in many others we found active and energetic teachers exhausting themselves day after day with classes of five or six scholars. In both cases the result is bad. From the scholars' point of view, as well as from the teachers' point of view, large classes or very small classes are unsatisfactory. In the former case, it is impossible that a teacher can make the most of his scholars in any subject but writing. In the latter case, the stimulus of emulation is wanted to make the boys put out their strength. In large classes the teacher must neglect either the backward or the forward scholars. If he spends half of his time drilling seventy-five boys at the bottom of his class in what the twenty-five at the top of the class know well, they must inevitably be idle and waste their time. If he devotes the greater part of his time to the twenty-five at the top of the class, the remaining seventy-five will inevitably do nothing. In most of the large classes which we saw at work, we could not help remarking such results as these, producing carelessness at the top of the class, waste of time in the middle, and indolence at the bottom. In some cases, too, the discipline in these large classes was defective, and the class-room was turned into a bear-garden. In the midst of disorder, noise, and inattention, the teacher would address questions to the whole class, and in answer to each of them boys from all parts of the room would rush round him, snapping their fingers and creating a commotion in the class bewildering to scholars, teacher, and onlookers. Probably more than one-half of the boys who created this disturbance could not have answered the questions, but the noisy boys had an opportunity of rushing about the class-room, while the quieter were crushed and the indolent were overlooked. One or two large classes, on the other hand, were well conducted, and in them the strictest discipline was enforced. But the amount of activity of mind necessary to keep a hundred boys employed and attentive at one time is rarely found in even the best teachers. There may be occasional instances where it exists, but, in the nature of things, it is exceptional.

Maximum and minimum numbers in one division of the nine English Public schools.

In the best schools in England, classes numbering a hundred scholars are unknown. The following table shows the maximum and minimum numbers in one division in the nine Public schools:—

	Schools.	Maximum Number of Boys in one Division.	Minimum Number of Boys in one Division.
1.	Eton,	48	13
2.	Rugby,	42	24
3.	Winchester,	41	10
4.	Shrewsbury,	40	23
5.	St. Paul's,	40	15
6.	Harrow,	37	21
7.	Merchant Taylors,	32	18
8.	Westminster,	30	12
9.	Charterhouse,	20	9

In the Report by the Public Schools Commissioners, it is dis-

tinctly laid down as a canon of school education, that the average number in one division should not exceed 30; and the Commissioners add that Dr. Temple, the head master of Rugby, would prefer a still smaller number. 'His present average,' they say, 'is '33. He thinks that by reducing it to 26 the teaching would be 'improved.' In the Scottish schools, the maximum is much higher than this, and the minimum much lower. As a single instance, the Edinburgh Academy may be adduced, where two of the classes number 94 and 91 respectively, and one of them numbers only 8. Would it not be possible to divide large classes of this size into divisions, to be taught alternately by the teacher and assistants?

Teachers and Scholars.

Canon of education, that the average number in one division should not exceed 30.

In Scottish schools the maximum is higher, and the minimum is lower, than this.

§ 3. The personal relations between the teachers and scholars, so far as they go, seemed to us to be highly satisfactory in the main. As the schools are almost all day-schools, and the scholars and teachers are independent of each other when the day's work is over, there can be no opportunity for developing that personal intimacy and mutual dependence on each other that exists between the masters and the older boys in the English Public schools. In them the relation is quite special. The head boys in each house in these schools are placed in a manner between the master and the younger boys, and carry on all the internal discipline of the school. They are as much interested in the well-being of their respective houses as the masters, and from this relation their springs up a confidence between master and scholar, and a personal intimacy which is quite special, and which cannot exist in day-schools. In these the relation is more distant, and, if we may use the expression, objective. It is always one of teacher and scholar interested in each other's studies, but not in each other's lives. It would be almost impossible that a friendship could be formed between a Scottish schoolmaster and his pupil of the same kind as is common in all the English Public schools. They are never on terms of equality or of mutual dependence. The teacher's interest in the pupil, for the most part, is confined to the school-room, and when the work is over for the day, each comes under his own home influence, and there is nothing that they have in common. In school, however, the relations seemed to us to be highly satisfactory. As a rule, the bearing of the scholars to their masters was respectful, and that of the masters dignified. Cases came under our notice in which the scholars were not well in hand; and one case of gross insubordination occurred at the time of our visit to one of the schools, which resulted in the boy's dismissal. In one or two schools, also, we remarked that a ceremonious respect was paid to the scholars, and that they were treated too much as students at college, and too little as boys at school. In one department of one school we remarked that the teacher, an accomplished man in his special subject, addressed little children of five and six years of age as 'Mr. A.' or 'Mr. B.' We thought this deference excessive. In Mixed schools of boys and girls, idiosyncrasies of this nature were more common than in those for boys alone. In a largely attended department of one important school, for instance, there was a black-board hung

Illustration.

(*b.*) Personal.

Relations fostered by day-schools quite different from those fostered in large boarding schools, such as the English Public schools.

In the main the bearing of teachers and scholars to each other is satisfactory.

A few cases of defective discipline.

A few cases of excessive deference paid to the boys.

Teachers and Scholars.

up in the chief room, on which which was inscribed, in golden letters—

DUXES AT THE ANNUAL EXAMINATIONS.	
Ladies.	*Gentlemen.*
...	...
...	...
...	...

We should have thought that the simpler designation of 'boys' and 'girls' would have done. In the special Reports we have generally remarked upon these features in the schools visited, or upon any laxity of discipline which we observed. On the whole, we should say that the discipline was good throughout the schools, and the bearing of the scholars towards their teachers was creditable.

Cases of alleged excessive severity.

We heard of a few cases where acts of more than ordinary severity had been practised upon some of the boys. These, however, are exceptional, and few of them were of recent date. The most notable of these cases occurred at Haddington. The alleged acts of severity at that school created a strong feeling at the time of their occurrence. So much so, that the evidence regarding them was thrown into a memorial and laid before counsel for opinion as to whether the acts of severity mentioned amounted to sufficient *culpa* to justify the teacher's dismissal. The opinion returned was to the effect that, although the conduct of the teacher fully justified dismissal, it was very doubtful if a summary dismissal could be sustained at law. This occurred in 1849, and we would not have called attention to it, if it were not that the teacher still remains in the Burgh school, though the scholars have gone elsewhere for their education.

Reason for alluding to this case.

Scholars.

Statistical returns of age of scholars.

Difference in Public and Private schools.

§ 4. The total number of scholars in the schools from which we have returns amounts to 15,146, of whom 10,823 are boys, and 4323 are girls. From the tables which we prepared, and which will be found in the Appendix, it appears that there is a considerable difference between the ages of those who attend Public and those who attend Private schools. The scholars go earlier to the former, and leave earlier. In Public schools, about 16 per cent. of the scholars are under eight years of age, and very nearly 40 per cent. are eight and under twelve; whereas in the Private schools only 5 per cent. are under eight, and 32 per cent. are eight and under twelve. The percentage rises to 53 in the Private schools between twelve and sixteen, and in the Public schools it falls to 37. Above sixteen it is 10 per cent. in the Private schools, and only 6 per cent. in the public. In other words, more than half the Public-school scholars are under twelve, and nearly three-quarters of those in the Private schools are above that age. This is all the more remarkable, as two of the Private schools are essentially elementary, and intended only as preparatory to the Public schools. With regard to the statistical results of the attendance of girls, we have no returns from Private schools. In the

More than half the scholars in the Public schools are under 12.

Public schools there is no great difference between their attendance and that of the boys. It appears that of girls 18 per cent. are under eight, 41 per cent. are eight and under twelve, 36 per cent. are twelve and under sixteen, and 5 per cent. are above sixteen. It may be said, therefore, that they go to school rather younger, and leave rather earlier than the boys.

Teachers and Scholars.

Nearly three-quarters of scholars in Private schools are above 12.

Age of girls attending school.

The conclusion to be drawn from these returns is that, theoretically, the Burgh-school course is one of eight years, three years being assigned to elementary, and five to more advanced instruction. Few, however, in the Public schools, complete this course. They are drafted off at an early age to enter merchants' or lawyers' or bankers' offices, and a proportion from the best schools proceed young to the universities.[1] In the Private schools, as we have seen, the boys remain rather longer than at the Public. This can be accounted for by the fact, that the Private schools are attended by a class of boys who are richer than the average of the Public-school scholars. They are therefore kept longer at home, and can afford to remain longer at school. In illustration of this, we may quote the answer of the head master of one of the Private schools examined in answer to the question, 'What difficulty, if any, do 'you find in the discharge of your duty?' 'The chief source of 'difficulty,' he says, 'is wealth. Many of the boys know that 'they are provided for in life, and hence the want of the spur of 'necessity to compel them to work.' This difficulty does not occur in the Public schools. The class of scholars who attend them belongs almost exclusively to the middle-class population. We have no statistical results on this subject, embracing all the schools visited, but from the tables in the special Reports, it is easy to see that the scholars belong almost without exception to the classes between the highest and the humblest. There are few, if any, of the sons or daughters of the landed aristocracy or the wealthiest professional or mercantile classes attending the ordinary Burgh schools, and very few of the sons or daughters of the labouring classes. The former class educate their boys in Private schools, or in the Public schools in England or on the Continent, and their daughters at home, or in schools exclusively attended by girls. The latter class cannot afford to pay the fees, low as they are, which are exacted in the Burgh and Middle-class schools, and they cannot afford the time occupied by the school year. Such of them as desire to prosecute their education find it cheaper and better to remain at Parish schools, and schools on that model, until they are old enough to take advantage of the course of study pursued for six months in the year at the universities.[2] Hence it is that we found a great similarity in the social condition of the scholars in nearly all the public schools visited. The one exception was Trinity College, Glenalmond; and at the Edinburgh Academy there were rather more boys belonging to the wealthier classes than at the other schools. But taking the whole number of the public schools, there is no great diversity. They are essentially Middle-class schools,

Conclusion to be drawn from these returns.

Probable reason of the greater age in Private schools.

Illustration

Social condition of scholars in Public schools.

They belong almost exclusively to the classes between the highest and the humblest.

Exceptions to this rule, Trinity College, Glenalmond, and the Edinburgh Academy.

[1] *Infra*, p. 165.

[2] *Cf. infra*, p. 163.

Teachers and Scholars.

and educate the sons and daughters of the middle classes and none other.

Mixed schools of boys and girls.

Social objection to Mixed schools.

§ 5. And this leads to the consideration of the influence of Mixed schools upon the boys and girls who attend them. When we consider the result of the system of Mixed schools as it affects the mental training of the girls, there is a good deal to recommend it. But, looked at from a social point of view, there is very little. In the former inquiry into the Elementary schools we saw many things which led to the conviction that it is desirable that the sexes should be kept separate after they have emerged from childhood, and the popularity of the institution of heritors' female schools strengthened the conviction. Our experience of the effects of the same system in the more advanced schools where the scholars are older has confirmed it. This is a delicate subject, and it is difficult to bring forward evidence to prove the truth of such a conviction. But it seemed to us, that in almost every school in which boys and girls of fifteen and sixteen years of age were brought together, strangers could not help noticing the existence of irregularities that were unnoticed by the teachers. In some cases, also, it seemed a matter of questionable expediency, whether very young assistants were the best persons to be responsible for large classes of boys and girls. Some teachers of experience considered, the presence of the girls had a civilizing effect upon both teachers and boys. So far as we could judge, the influence of the girls upon the boys had no perceptible effect, whereas, that of the boys upon the girls was not civilizing. In schools in which they mixed together, the tone of the latter was of a rougher and less modest character than is desirable, and it appeared as if they had formed their manners on those of the boys; in schools in which they were taught in separate class-rooms, the tone appeared good. The fact that they are taught at different hours in the same class-room is not sufficient. In schools where this is the custom, they meet on the stairs or passages going from one class-room to another, when they are not under the master's eye, and thirty or forty noisy boys set free from a class-room are certain, from the exuberance of their spirits, to treat a number of girls, whom they meet at the entrance to their class-room, with less respect than is becoming. And this cannot fail to have an influence upon the girls which is the reverse of civilizing.

In the more advanced school work the girls did quite as well as the boys.

Instances.

On the other hand, where the boys and girls were pitted against each other in their school work, the latter did quite as well as the former. At Kirkcudbright Academy, where for a small school the classical attainments are high, the second best scholar, both in Latin and Greek, was a girl under sixteen years of age, who was reading Homer and Virgil. At Dumfries Academy, where mathematics was taught and learned at least as well as in any school in Scotland, the best geometrician in the class that was examined was a girl of fourteen years of age; and in the highest Latin class at Arbroath High School there was a girl of seventeen who had been five years in Latin, and was reading the First Book

of Livy quite as successfully as the boys in the class with her. These instances we mention as indicating that girls are as capable of studying the more abstruse subjects of instruction as boys. In modern languages they are distinctly better scholars than the boys. Both in French and German the girls' classes were able to take more advanced papers than the boys, and they were almost invariably better done. In Dundee High School, Dollar Institution, Perth Academy, and Inverness High School, the examination of the girls in French was very much higher than anything attempted by the boys in these schools. These, however, were not classical schools. In Dumfries Academy, the boys did rather better papers than the girls; the cause of this probably being that the Academy is a classical school, and the drill in Latin grammar has been of service to the boys in learning modern languages, whereas the girls have to depend upon what drill they have received in English for any knowledge they may possess of grammar. In English subjects the girls did quite as well as the boys. When a choice of subjects of examination was offered, the girls generally preferred the papers in geographical questions, the boys the papers in grammar. History did not seem popular with either boys or girls, and papers in literature were selected only in one or two schools, and in these by boys and girls equally. Throughout all the Mixed schools the girls appeared to be more conscientious and industrious than the boys. In examinations, girls always do their best for themselves and their teachers, while boys not unfrequently are satisfied with getting the work done, and are indifferent however inadequately it may represent the pains that the master has taken with them.

Teachers and Scholars.

In modern languages the girls are distinctly better than the boys.

Exception.

Probable cause of this.

In English subjects the girls quite as good as the boys.

In all the schools the girls were more conscientious and industrious in their work than the boys.

The result, then, that we would come to on this subject, is that there does not appear to be any sound reason why the girls should not have the same advantages in following out their school education as the boys. They are able to learn very much the same subjects, and to be taught in the same manner as the boys; and there is no reason, provided that the staff of teachers is sufficient, why the system which is best for the one sex should not be best for the other. Music will probably be always studied more diligently by girls than by boys, and time must be found for it either by the sacrifice of some hours a week of leisure, or some of the hours devoted to other subjects by the boys. Which alternative was followed might depend upon the special circumstances of the scholar. Play-hours are more valued by boys than by girls, and plenty of them are perhaps more necessary for their well-being. If so, the sacrifice of an hour three times a week for additional instruction in music might not entail much suffering on the scholar, and by means of it she would keep on a level with the boys of the same school-standing, and be able to devote the necessary amount of time to music in addition. But, to carry such a theory of girls' education into practice, considerable resources are necessary. There must be a large and an efficient staff of teachers, and there must be separate schools, one for the girls under their own lady-superintendent, and one for the boys. The hours in the two schools would have to be

Result is that there appears no reason why girls should not have same educational advantages as boys.

But if they are to have the same education, they must be taught in different schools.

Teachers and Scholars.

arranged in such a manner that the same teachers should teach in both schools, and teach very much upon the same system. The arrangement of the Inverness Academy is upon this principle, and seemed to meet what is wanted in a Burgh school more completely than any system arrived at in any other school. At this school the boys and girls never meet. The girls have their own class-room, under the supervision of a lady-superintendent; but they have the advantage of being taught by qualified masters, and on the same system as the boys. The tone both in the boys and girls' school struck us as being decidedly higher than what it is in many, indeed in most, of the schools which we visited, and it appeared to us to be desirable that similar arrangements might with advantage be more universal.

This arrangement is carried out in Inverness Academy successfully.

Such an arrangement should be more universal.

School hours and holidays.

§ 6. 'It is a fact,' says Mr. Laurie,[1] 'that many boys between the 'ages of eleven and sixteen work nine or ten hours a day, if they 'are to keep a good place in their classes. This amount of work 'is, in my opinion, unwise, unjust, and unnecessary.' This estimate of work done by boys at school is not exaggerated. We have calculated the amount of time each year that 59 day schools,[2] Public and Private, in Scotland are in operation, and when compared with what appears to be the regular work in English schools, there is a manifest difference. The average number of weeks each year during which these schools are in operation as returned by the teachers in the different schools is 44. Three of these have only four weeks' holidays from one year's end to another, and every one of these, except the Edinburgh Academy, is at work for more than 40 weeks each year. The holidays in this school last for 13 weeks. The usual custom in Scottish day schools is to work a specified number of hours for five days in the week, and to have a whole holiday on Saturday. Half-holidays are almost unknown. The regular hours are from 9 A.M. to 3 P.M., or from 10 A.M. to 4 P.M. In some schools, from 9 A.M. to 4 P.M. Their working hours each year may thus be estimated:—

Estimate of work done by scholars in 59 Public or Private day schools in the year.

6 hours per day for 5 days per week = 30 hours per week.
30 hours per week for 44 weeks = 1320 hours per year.

These 1320 hours each year in the Scottish schools do not represent the whole work performed by the scholars. These hours are almost entirely occupied in *saying* lessons. At least three hours a day must be devoted to *learning* the next day's lessons. The estimate must therefore be increased by one-half, and the result is that a conscientious boy in a Scottish Public school must spend 1980 hours per year upon his lessons, or 45 hours per week, or 9 hours per day. In the three English Public schools at Eton, Harrow, and Rugby, the annual attendance is for 37, 38, and 37 weeks respectively. At Eton, it appears from the Public Schools' Report, a fifth-form boy is in school for 3 hours on whole school days, or about 14 or 15 hours (say 14½) per week;

Estimate of work done by scholars at Eton, Harrow, and Rugby in the year.

[1] Answers by Mr. Laurie. App. p. 206.

[2] Trinity College, Glenalmond, is not included in this estimate. The holidays in that school are of the same length as those in the Edinburgh Academy.

at Harrow, an upper boy is in school for 4 hours per day, or about 22 hours per week; and at Rugby, he is about 20 hours a week in school. Deducting 14 or 15 weeks each year for holidays, and adding half time for the preparation of lessons, it appears that an

Teachers and Scholars.

Eton boy works	. . .	804 hours per year.
Harrow boy	. . . .	1254 „ „
Rugby boy	. . . .	1110 „ „
Scottish Day-school boy	. .	1980 „ „

Comparison of work done by a boy at a Scottish Day school and the English Public schools.

It is obvious, therefore, that either the Scottish boy is greatly overworked, or the English Public schools' boy is underworked. The Public Schools Commissioners do not consider that the English holidays are too short, but recommend that they remain as they are at present. It is a fair inference to draw, that they would have considered the Scotish school hours too long. Teachers occasionally stated to us that they considered the school hours too long, both for them and for the boys. We heard of several cases where boys had been removed from day schools and sent to Boarding schools, owing to the length and inconvenience of the hours. The Edinburgh Academy, to take an obvious instance, meets from 9 A.M. till 3 P.M., and the scholars are not allowed to leave the school precincts during that time. Twenty years ago, when the usual family dinner-hour was four or five o'clock, the boy came home and dined with his family. Now that social customs have changed, and families dine much earlier or much later, the boy must either dine at six or seven o'clock, when he ought to be learning his lessons or preparing to go to bed, or he must go without dinner altogether. This appears to be a very small matter, but it may create a great deal of inconvenience, and practically does affect the attendance at some day schools. Boarding schools meet this difficulty by dining in the middle of the day, and carrying on the school work in the afternoon. The inconvenience, however, is trifling compared with the overwork which long hours entail upon the boy at school. Six or seven hours spent on mental employment constitute a good day's work for a man who has attained his full strength, and allowing that a boy by want of concentration will not take so much out of himself in the same time as a man will, it still seems unreasonable to tax a boy's mind more than a man's. In most of the schools which we examined, we remarked that the scholars seemed fagged and worn out during the last hour, or sometimes two hours, of the school day, and the work performed by them in the afternoon was rarely or never so good as it was in the morning. Nor was it only that the length of the daily school time seemed too much protracted. The uninterrupted time given to individual lessons in some schools was excessive for either boys or men. In most schools an hour's lesson is considered ample at one time. But an hour and three-quarters without a break is the regular lesson time at more than one school. This is unquestionably too long. Boys of nine and ten years of age cannot keep up their interest for anything like that length of time, and the energy of the strongest teacher must be exhausted by drilling classes every day of the week for two periods of an hour and three-quarters each. Much of the time is uncon-

School hours in Scotland both inconvenient and excessive.

Instance.

Teachers and Scholars.

Some alteration in the school hours is desirable.

sciously wasted by both boys and masters every day. Some alteration in the school hours, it appears to us, would not be undesirable. Whether this should be brought about by the introduction of a weekly half-holiday in addition to the Saturday whole holiday, or by shortening the daily hours, or redistributing the time-table, might be settled as matter of detail by local boards of management. What we aim at here is to establish the principle, that some alteration is wanted.

Physical education and means of recreation.

Great deficiency in both points in the Scottish schools.

No grass playgrounds.

§ 7. The attention paid to physical education and the means of recreation provided for the scholars is the natural pendant to the subject of school hours. In both these points there is great deficiency in the Scottish day schools. The playgrounds of all the day schools put together would not form a place of recreation of the same size as the 'playing fields' at Eton or 'the Close' at Rugby. With the single exception of the playground round Irvine Academy, which is three acres in extent, there are not, to the best of our recollection, two acres of grass set aside for the use of any of the schools, except the cricket field belonging to the Edinburgh Academy, and it is situated nearly two miles from the school. One or two of the schools, no doubt, have the use of the public Links for the recreation of the boys; but no part of the Links is set aside for the school,—the boys have only the same right to it as the general public. There is not a fives court attached to a single school in Scotland, and such games as the boys engage in must be played either in the street, or in the small gravel courts that surround the buildings. In the Aberdeen New Grammar School even this form of indulgence is prohibited. There is a gravel playground attached to that school of about an acre in extent, but one of the rules of the school is in these words: 'As soon as the classes are dismissed, every 'pupil is required immediately to leave the school and playground, 'unless permission to remain be granted by one of the masters.'

No due attention paid to physical education.

Causes of want of places of recreation and neglect of physical education.

In one or two day schools fencing and gymnastics are taught, but even these forms of physical education for the most part are conducted in obscure and ill-ventilated rooms which cannot be made available for any other purpose. The main reason for this want of places of recreation is found in the fact that the schools are day schools, and the connexion between the boys and the school is supposed to cease after the work of the day is over. There may be some advantages connected with this practical discountenancing of everything connected with school but the work done in it. Too much interest in the amusements of school is apt to interfere with the more serious part of school-boy life. But, on the other hand, putting aside the actual physical advantage to be gained by a judicious intermixture of work and play, a boy loses a great deal of practical education if he and his school pay little attention to their school amusements. The self-government of the English schools, which is greatly fostered by the management of their different sports, produces an excellent moral discipline upon many boys who learn little or nothing else at these schools. Each public school is a little world, with its own

Advantages of a judicious intermixture of work and play.

rules and ordinances and traditions, and in the government of it the boys play their parts just as they do in the greater world. By cultivating the different qualities that come to the surface in the playground, Public-school boys create an individual manliness, self-reliance, and a general healthy tone and *esprit de corps* throughout the whole school that is of immense importance in after life. We do not say that there is any want of these qualities in Scottish boys, and we do not say that they could be created in day schools in the same manner that they are in large boarding schools. But they do not get a fair chance of developing in schools where boys are prohibited from amusing themselves in even such playgrounds as exist around their schools at present. And if nothing were gained by the increase of the means of recreation in the Scottish schools except some additional happiness in school-boy life, the experiment would not be thrown away. Teachers and Scholars.

The results which we would draw from this chapter are— Results.

1. That as 71 per cent. of the teachers in the Middle-class schools in Scotland have had university training, it is obvious that the influence of the Scottish Universities is very considerable ; but as only 36 per cent. are graduates from any university, the special qualification conferred by a degree is not in such universal demand as would seem to be desirable.

2. We can come to no satisfactory statistical result as to the exact proportion of scholars to teachers in the different schools, and averages on such subjects are very deceptive. But it appears that the maximum of scholars to one teacher in many schools is too high, and the minimum is too low, for efficient teaching and efficient work.

3. The personal relations of teachers to scholars, so far as they go, seemed in the main to be highly satisfactory.

4. Scholars come very young to the Public schools, and leave very early. More than half the numbers, or 56 per cent., attending these schools are under twelve years of age, and about 16 per cent. are under eight years of age. To the Private schools they come later, and remain longer in them.

5. The influence of Mixed schools of boys and girls is not beneficial from a social point of view ; but, intellectually speaking, there is a good deal to recommend in such schools. There seems to be no reason why girls should not have the same educational advantages as boys, as they appear to make quite as much of what opportunities they have, and in some branches they are distinctly superior to the boys. If they are taught on the same system, and by the same masters, they should have distinct school-rooms, and be kept separate from the boys, and under their own lady-superintendent.

6. Boys at Scottish day schools work nearly twice as many hours each year as boys at the three principal English schools. The hours appear to be too long in the Scottish schools. Nine hours a day, for five days in the week, is about the average, and steady

Teachers and Scholars.

work for that length of time is too much to expect from a boy under sixteen years of age.

7. There is great deficiency in places of recreation and neglect of physical education in all the Scottish schools as compared with English schools.

CHAPTER VI.

ORGANIZATION.

Organization of Schools—Three Forms of School Government—Arguments for and against them—Opinions on the subject—Head Master with supreme power preferred—Organization of Classes—Classes arranged on Three Principles—Advantages and Disadvantages of each—A fixed Curriculum in each Subject preferred—Promotion from Class to Class—Proficiency or Routine—Proficiency preferred—Results.

In this chapter we propose to discuss two questions—

I. The internal organization and arrangement of the Burgh and Middle-Class Schools as we found them in operation throughout the country.

II. The organization and arrangement of the classes in the several schools in relation to curriculum, and to promotion from one class to another.

§ 1. The internal arrangement of the Public Middle-class schools in Scotland may be said to be of three distinct kinds. (1.) There are a few schools in the country which are placed under a master with powers somewhat similar to those enjoyed by the head masters of the English Public schools. In these schools the head master is supreme in all matters affecting the internal arrangements of the school. He regulates the work, arranges the classes and the time-table, appoints and dismisses the teachers, and is very little, if at all, trammelled by his directors or managing body. He is superior in position and in point of emolument to the other masters, and, like them, liable to dismissal at short notice. (2.) A second class of schools contains those which are under a rector who is nominally supreme over the internal affairs of the school, but is often, and indeed generally, nothing but a medium of communication between the other teachers and the managing body. He has not the appointment, or even the nomination, of the under masters, neither does he regulate the work, nor even enforce the discipline of the school without consultation with his board of management. In these schools he may, or he may not, be in the receipt of a higher income from the school than the other teachers, and he may, or may not, exercise a limited supervision over them. (3.) The third class of schools is that in which there are certain departments, just as there are certain classes in the universities. Each master is supreme over his own department—'a pope in his class-room,' as it was put by one of the professors,—and is responsible to no head master, or, indeed, to no one directly, and to the public only indirectly. So

Schools arranged on three principles.

1. Head master with absolute authority.

2. Head master, with limited authority.

3. Masters with co-ordinate authority.

Organization.

long as his department is well filled, it is a matter of little moment to him how the rest of the school goes on; he has no interest out of his own department. In these three classes of schools then, the head master's power is absolute, or it is limited, or it does not exist, but all teachers have co-ordinate power.

Fundamental question is—Which of these three forms of government is best?

The fundamental question, therefore, to be answered in the first section of this chapter is this—Which of these three forms of government—absolute, limited, or co-ordinate—is most beneficial for the middle-class schools of Scotland?

(1.) Limited authority.

We take the second first, because it can be disposed of easily. There is very little to be said in favour of it except that it is quite as common in Scotland to find rectors with limited powers, as it is to find all the masters with co-ordinate powers. In schools where this is the case, the benefits of a responsible head mastership are not attained. So long as things go on prosperously and pleasantly, there is no difficulty, but at any moment difficulties may occur, and then the position of both the rector and the under masters becomes unpleasant, and their relations are disagreeable. In many schools there appeared to be considerable jealousy, on part of the other masters, of the rector's modified authority, and open hostility to anything like supervision or interference. When he had any control over the arrangement of the time-table, there was too often a suspicious feeling that certain classes and departments were sacrificed to others, or to his own. Whether this was true or not, the suspicion even of such a thing was enough to affect the usefulness of a school, and prevent harmonious working. To the rector, also, the position is not a pleasant one. If he is classical teacher, it often happens that the English master, or the commercial teacher, has much larger classes, and consequently much higher emoluments. This in itself is not satisfactory to a man in even a nominal position of authority. If the school is successful, he gets no more credit than the other masters. If the school fails, he is held responsible by the managing body, and by the other teachers, and by the public, although he is powerless to do either good or harm out of his own classes. He becomes a kind of shuttlecock between the three bodies, and has either to submit or resign his position. It would be invidious to mention by name any of the schools in particular where we detected symptoms of this state of matters. It is almost inevitable that something of the sort should be the result of such a system of qualified power, and there are few schools managed by rectors with limited authority where, at one time or other, there have been no symptoms of it.

(2.) Absolute authority.

Instances.

(*a*) Trinity College, Glenalmond.

We consider, therefore, that a rector or head master, with limited power, has not much to recommend it. There is much more to be said in favour of the other two forms of school government. The two schools in which we found the head master's authority strongest were Trinity College, Glenalmond, and the Edinburgh Academy. In the former the warden is as absolute as the head master in any of the English public schools. The entire management of the school is in his hands. He appoints the teachers, regulates the internal economy of the school, admits, or, if neces-

sary, dismisses the scholars, overlooks the work of the school, is the medium of communication with the public and with the managing body, and is exclusively responsible for the success of the school, while the under masters are responsible to him. His emoluments are proportionally higher than those of the under masters. In this school then we found harmony among the teachers, or at least we heard nothing to the contrary; unity of design and system, such as we have dwelt on in our special report upon this school, and, so far as we could judge, a good and healthy tone throughout the school. Organization.

In the Edinburgh Academy, the Rector's authority is more limited. The appointment and dismissal of the teachers do not lie with him, and the arrangement of the classes is not left to him. His income from the school is little, if anything, higher than that of some of the under masters; and it is quite possible to suppose a case in which one of the classical masters might have a higher income than the rector. In other respects, he is head master, not only in name, but in reality. For the education of the highest boys in each class, this school is one of the best in Scotland, as the weighty list of high honours gained from it proves. In neither of these schools did we hear any complaints with regard to the arrangement of the time-table, so that one master should have fewer pupils than another. Neither did we see any traces of jealousy among the masters, or resentment at the interference and supervision of the head master. When the head master's authority is acknowledged, and when the fees are paid into a common fund, there is much less chance of such feelings among the under masters than when the head master's authority is limited, and each master is working for his own fees. (3.) Edinburgh Academy.

The effect of this feature in school management is exhibited more clearly in the third class of schools, where the teachers exercise co-ordinate power. The arguments in favour of this form of school government are mainly four. (3.) Co-ordinate authority. Arguments in favour of this form of school government.

1. In schools where the teachers are all independent of each other, you are more likely, it is said, to get efficient men. First-rate men will not submit themselves to authority, but must be allowed to go their own way, and be under no supervision.

2. When a man has to work for himself and his own fees, and not for the good of the school, he will be more zealous and vigorous in his own department; and wholesome rivalry between the different teachers will have a good effect upon the discipline of the school.

3. It is better that a school should not be dependent on one man. In schools where the rector is absolute, everything depends on him; and if he is inefficient, the school suffers. In schools where all teachers are equal, one may be bad, and the rest good, and the school does not suffer.

4. Where you have teachers with co-ordinate power, you have free choice as to subjects of instruction; all subjects are on an equality, and there is no subordination of all to one, such as is found in most of the great English schools, and some of the Scottish schools. Answers to arguments.

The first argument is more plausible than real. Good men 1st Argument.

Organization.

will submit to legitimate authority, if it be judiciously exercised, and if they are adequately remunerated. There are quite as distinguished men in the English Public schools as in the Scottish; but in the latter, the remuneration is on a very different footing from what it is in the former. It is not a question of submission to authority, it is a question of emolument. A mathematical master, in a provincial academy—one of the best teachers in Scotland—argued with us in favour of the system of co-ordinate power on some of the grounds above given. At the end of our visit, he informed us that he proposed to become a candidate for a mastership in another school. We said to him, 'There is a rector in that 'school, and how would you submit to him?' 'The appoint-'ment,' he answered, 'would be promotion to me; and, besides, the 'emoluments are much higher there than they are here.'

2d Argument.

It may be quite possible that some men will exert themselves more, and teach more zealously, when their actual living depends upon the result of their work. But this tells another way. Zeal roused by such a motive very soon degenerates, and not unfrequently results in popularity hunting. We saw several indications of this. Teachers in more than one school of this class were obviously afraid of offending their scholars, lest they would leave them and go elsewhere. If the classes are optional, scholars are very apt to attend or not attend, in accordance with the pleasantness or unpleasantness of the class. If the teacher is a strict disciplinarian, they find the class unpleasant; if he is easy, they like him, and remain. When teachers and pupils are on this relation with each other, there is an end to efficient teaching. We were confirmed in this opinion by conversation with various teachers. And we remarked that in those departments of schools where we noticed traces of this subserviency on the part of the teachers to their pupils, the result generally was that the classes were large, and the quality of the teaching indifferent.

But if the best teachers are above anything so paltry as this, they are not above feelings of annoyance at the success of men inferior to themselves. And it can hardly be otherwise. It may happen that the classical teacher is a fair scholar, a man of high and cultivated mind, and an excellent teacher; and in the same school the English master or the writing-master may be a man of neither scholarship nor culture. But classics may be little valued, and much importance may be attached to good commercial handwriting. The result will be that the writing-classes are filled to overflowing with scholars of all ages, and the classical department deserted. Such rivalry can hardly do good to any school. It produces ill-feeling among the teachers, want of harmony in the work, no common spirit or interest in the welfare of the school, and no unity of system or *esprit de corps* either among the teachers or the scholars, without which a school can never rise to eminence.

3d Argument.

The third argument in favour of the co-ordinate system may be answered thus:—It is quite true that in schools with a supreme head master everything depends on him, and if he is a failure the school suffers; whereas, when the teachers are co-ordinate, two may

be good and two bad, and the school may not suffer. But in the first case the evil is detected at once, and the head master, dismissible, as we have said before, at short notice, is changed. In the second case, there is no one to discover the evil, and it may go on for years before it is discovered, to the detriment of the school and the serious loss to the pupils who passed through the inferior teacher's hands. And when it is discovered, under the present tenure in Burgh schools at least, the inefficient teachers cannot be dismissed, but may remain for life. Organization.

The argument founded on the equality of all subjects of instruction, is in reality an argument that affects the curriculum of a school, and not the relation of masters to each other. The position of different studies in a school is determined by a variety of causes. A subject is valued or not according to its place in the school course; according to the time assigned to it; to its value in examinations; to the share given to it in deciding prizes; and by the fact that inattention to it is or is not visited by punishment. All these causes go to determine the value of the different studies. The fact that a head master teaches one branch in particular has comparatively little to do with it. But it is by no means an established truth that equality of all subjects of instruction is a good thing for any school. The monopoly of one subject, coupled with the neglect of all others, is one thing; but the preponderance of one subject with fair-play to all others, is a different thing. There are some schools in Scotland where classics are taught to the neglect of English and mathematics, and to the exclusion of modern languages and science. No one hesitates in considering such an arrangement as that to be bad in the extreme. But absolute equality is not the only remedy for this. If a scholar of fourteen or fifteen years of age has made up his mind to follow a literary course in school, it would be hardly fair to make him give as much time to writing as to classics; or if, on the other hand, he has decided to follow science, he might very reasonably grudge the hours given to classics. What is really wanted is a balanced curriculum, with or without optional classes at a higher rate, giving fair-play to all branches, and not too much or too little to any. This argument, therefore, is met by a denial of the fact. It by no means follows that the appointment of a rector leads to the monopoly of his subject, or to the neglect of other subjects. 4th Argument.

From what we have already said, it is unnecessary to add that our opinion is in favour of the first form of school government, wherever it can be carried out. The true theory of school management in all schools of any importance is, we believe, a head master appointed by the managers or directors, but untrammelled by them. Freedom from interference is an important element in this theory. Nothing is so dispiriting to a man whose heart is in his work, as the petty annoyances, ignorant obstructions, and little interferences of those who may be in a position of authority over him; but who, having no interest in the work themselves, take a sort of jealous pleasure in asserting their authority, and in finding fault with their subordinates who do their duty. A managing body of this stamp would seriously damage the best school. A head master should be

Our opinion is in favour of the first form of school government, wherever it can be carried out.

Theory of school government is a head master untrammelled by directors, and dismissible at short notice.

Organization.

protected from all interference of this kind. He should be subject to dismissal on short notice by them, so that the school may not be burdened with an incompetent head; but, in other respects, he should be independent of his managers. He should be supreme over all the teachers, even to their appointment and dismissal, and they might assist him as a school council with a consultative, but not a legislative voice. He should be paid at a much higher rate than the other teachers, and should, both by position and character, be a man to whom the other teachers can look up and respect. Lastly, he should have entire control over the internal economy of the school, and be held responsible for the success of it.

Corroboration of this opinion.

Such is our opinion, formed on what we have seen throughout the country. It is corroborated by nearly all those who have replied to this question in the answers given in the Appendix. In particular, we would direct attention to the views held by Professor Shairp on this point. His opinion is the more important because he had ten years' experience in one of the best schools in Britain, of the effect of the system which he advocates. His views are given in a letter upon the Madras College, St. Andrews, but they may be held to apply equally to all the more important schools in Scotland. He says:[1]—

Professor Shairp.

'In order to carry out this system,' *i.e.*, a system for the improvement of the Madras College, 'it would be absolutely necessary that a head master with very 'full powers should be appointed to preside over the whole institution. He 'ought to be a man not only of strong natural ability and great energy, but of 'large and varied attainments, knowledge of men, and power of management.

'While the more advanced boys in classics should be specially taught by him, 'it ought to be his duty to superintend and examine every class throughout the 'school. In order to secure such a man, a much larger salary would have to be 'offered than Scotchmen have ever thought of giving to their head masters. 'The master to fill this post would of course be chosen by the trustees. But when 'chosen, and found adequate to the post, he ought to be left as much as possible 'to carry out the system of the school in his own way, and according to his own 'judgment. From what I have known of the best schools in England, I am con- 'vinced that their success is generally in exact proportion to the freedom which 'the trustees allow to the head master. At Rugby, which is generally reckoned 'the most efficient school in England, the trustees, taught by experience, have 'long confined their attention entirely to the election of the head master, and to 'the auditing the accounts which he annually lays before them. It will be long, 'I fear, before our countrymen will acquiesce in this policy of non-interference; 'but I am deeply convinced that just in proportion as they approach to it will 'their schools rise in real efficiency.

'After they have learned to have confidence in their head master, the more 'they are guided in their selection of under masters by his advice the better. 'Best of all, perhaps, to leave the choice of assistant masters entirely to him.

'As to the Madras, it is clear, from the nature of things, that it must suffer 'from the present divided rule. Each master will naturally try to promote his 'own branch, without considering the others, the more so in proportion to his 'zeal for his own subject. In so complicated a system, one wide and impartial 'survey of the superintending eye, to arrange and subordinate the several de- 'partments, with a view to one total end, is especially needful.

'Besides the intellectual organization, an incalculable moral advantage to a 'school arises from the supremacy of one controlling mind. If the head master, 'besides being an able scholar, is also a man of high character, his influence reaches 'every boy within the school, and does more to educate him than anything else 'can do.

[1] Answers by Professor Shairp, App. p. 221.

'These remarks I offer without the least personal allusion, but entirely from a 'comparison of the Madras system with the most perfectly modelled schools which 'I have known.' Organization.

In like manner Professor Sellar, in answer to the question as to the relation of the masters to each other, says as follows:[1]— Professor Sellar.

'There should, I think, be a staff of masters acting under one head master or 'rector. For the success of a school, it is of the greatest importance that all the 'masters should feel that they are engaged in a common work, and that all should 'take a pride in the general success of the school. This common action and com-'mon interest in the school can be best secured by the masters working under 'one head. Where all are independent of, and on an equality with, each other, 'each is only interested in advancing his own subject, the success of which may 'appear to him to be best promoted by the depreciation of every other subject. 'Jealousies among the masters are sure to arise, when all are contending for popu-'larity against one another; and, further, the education acquired by attending a 'number of classes standing in no relation to one another is much inferior to that 'of a well-ordered school, where all the subjects are taught in subordination to 'one common end.'

Professor Blackie says, 'I would give more power to the rector 'than is customary in some Scottish Burgh schools; and I would 'restrict the power of the managing body as much as possible to 'matters of occasional legislation. Their habitual interference is 'pernicious.' Professor Blackie. Dr. Donaldson is in favour of a more limited exercise of authority.

On the other hand, Dr. Donaldson appears to be in favour of the more limited exercise of the head master's authority. He would keep the management of the Burgh schools in the hands of the Town-Councils; he would have all the teachers elected by these bodies; he would encourage the Town-Councils or their committees to regulate all matters concerning the school; 'and it should be the 'rector's right and business to see that all regulations of the com-'mittee of management are honestly carried out.' Dr. Donaldson's views are worthy of all respect, and cannot fail to carry authority from his long experience as a teacher in Town-Council managed schools. But they are at variance with the views held by most of the other gentlemen who have been good enough to furnish us with answers. On the whole matter, it seems to us that the weight both of opinion and of evidence is in favour of a rector supreme over the other masters and the whole school; and the surest means of improving nearly all the great institutions in Scotland is to increase the status and salary of the rector, and to give him almost absolute power over the educational department. Opposition to such a proposal would no doubt be offered by many of the masters who have been independent of any control except that exercised by the patrons; but the arguments in favour of the proposal should outweigh such opposition, if not in the old schools, at least in any new schools which might be established. Those schools in which we found all the masters with co-ordinate power were by no means the best schools in Scotland; and we remarked that in several of the most important of them—the Madras College, St. Andrews, the Dundee High School, the Glasgow High School, and the Dumbarton Academy—it was contemplated by the managers to give up the system of co-ordinate authority, and revert to the more natural system of

The weight of opinion and evidence in favour of a Rector supreme over the other masters and the whole school.

Opposition to this proposal to be expected from the other masters.

Contemplated change of system in some of the large schools in which the masters have co-ordinate authority.

The change has been successful

[1] Answers by Professor Sellar, App. p. 218.

Organization.

appointing one man to be head of the whole school. In such schools as Hamilton and Inverness Academies, where the change had been made, the result was unmistakably beneficial.

in schools where it has been made.

If, then, it be established that there should be a rector over each school, the question arises, what should be his special department in the school? Should he teach classics, or mathematics, or modern languages, or English?

If a rector, what department should he teach?

Modern languages, unless conjoined with classics or English, we put out of the question. As to the other departments, the opinions given upon this subject were various. The classical teacher considered that his department was that over which the rector should specially preside; the English master thought that he should be rector, and the mathematical master that he should. All, however, agreed that, next to their own department, the classical teacher had the best claim. The principal thing to be said in favour of the English master is that in large schools all the scholars are some time or other under him, and that was urged in one instance. But against this there are many arguments, the chief being that the qualifications necessary for an English teacher are so very limited, that he may be, and in some cases is, a man with almost no especial education or culture, and as such could never secure the respect of the other masters. The argument urged against the mathematical teacher being placed in the position of rector is mainly that a man may be an excellent mathematician and have no general qualifications to recommend him. There seems to be an idea prevalent that the study of mathematics is so much more special than that of classics that the experiment of making the mathematical teacher rector is dangerous, as such an appointment offers no guarantee that the conduct of the non-mathematical classes will be efficient. On the other hand, a great deal must depend on local circumstances. Parents must be consulted as well as teachers, and it cannot be denied that there are some burghs where it would be impossible to insist that the classical teacher should be head master. In these places there is no demand for classics at all, and it would be an arbitrary exercise of power to insist on the appointment of a classical teacher for rector when there are no pupils to be taught classics. Superior teaching, though essential, is not the only qualification necessary for the head mastership of a large school. Capacity for organization and administration, a certain nobility of character, and power of influencing both teachers and scholars are even more essential than good teaching. To be a good head master, a man must have a mind capable of mastering both the large and general questions which are agitating society, and the minute details of school management. He must, to some extent, understand the world and all that is going on about him, and he should know the character of every boy who comes under him. He should have strength of will to do and to bear many disagreeable things, and he should be of conciliating manner, so as to smooth away many difficulties and make things go easily with all with whom he comes in contact. Such qualifications are not often met with in any one man, and many of them may be found

Opinions of teachers in favour of the classical department.

Much will depend on local circumstances

Qualifications necessary for a head master.

in a mathematical or English teacher as readily as in a classical teacher. As a matter of fact, the best schools visited were those in which the rector's department was classical. In only one school did we find the English department under the charge of the rector to the exclusion of classics, and that school did not favourably impress us. In four or five schools the mathematical teacher was rector, and in two at least of these, classics were at a very low ebb. On the whole question it is difficult to lay down a general or imperative rule. The decision in each case might be left to the managing body, and the man among the teachers who shows most capacity for the position might be appointed to it, whether he was the classical teacher or not.

Organization.

Best schools visited were under a classical rector.

The decision should be left to managing body in each case.

If, however, there should be a preference for the classical teacher, and he should be appointed to the classical department, or in the larger schools to the highest classes in classics, a question arises as to his emoluments. As we have stated before, one of the essential conditions of the appointment of a rector with such authority is that his emoluments should be higher than those of the other teachers. But in most of the schools in Scotland there is no curriculum, and scholars are allowed to select the classes which they wish to attend. In these schools the classical department is not the popular department, and the fees coming in to this department are very much below those in the English, commercial, or mathematical departments.

If the classical teacher be preferred, a question arises as to emolument.

When there is no curriculum, the fees in the classical department are generally lower than in the other departments.

The question then comes to be, if the rector is to teach the unpopular branches, how are his emoluments from the school to be raised so that his income should exceed the incomes of the other masters? Two schemes suggest themselves—(1.) The addition of one of the popular branches to the rector's department; (2.) The abolition of the present system, whereby every man is fighting for his own fees, and the institution of a common fund and graduated scheme of division among the rector and teachers. Both these schemes lead to the consideration of the second section of this chapter, viz., the organization of the classes in the existing schools.

How, then, are the rector's emoluments to be raised?

Two schemes—1. The addition of one of the popular branches to the rector's department.

2. The institution of a common fund and graduated scheme of division.

§ 2. The classes are arranged on three different principles.

In many, probably the majority, of the schools visited, we found that there was no settled curriculum or course. Each school was a congeries of classes under different masters, without any definite aim to which all were striving, and without any harmony of action among the teachers. Departments even, in many instances, were not kept distinct, but the subjects which, under any natural allocation, should have been taught in one department were taught in another. Book-keeping, for instance, was taught, in some schools at a high fee, by the mathematical master, while the writing-master taught arithmetic. Geography, also at a high fee, was taught in one school by the classical master, in one by the English master, in one by the mathematical master. In some large schools, again, we found a writing, a commercial, and a mathematical department all striving against each other, all teaching the same branches on different principles, and all at different fees. The

§ 2. Organization of classes in existing schools.

Three principles of organization: 1. Each school a

Organization.

congeries of classes without any settled curriculum.

Instances.

Characteristics of this set of schools.

writing-master taught arithmetic along with writing at a low rate, in order to make up by quantity for a possible deficiency in quality, while the commercial master taught algebra as well as arithmetic and book-keeping; and the mathematical master being prohibited from teaching algebra, confined himself to Euclid—the Fifth Book without algebra—and trigonometry. In these schools there was a perpetual struggle for fees among all the masters. 'If parents choose 'to send their children to us,' they would say, 'in preference to 'another teacher, we cannot prevent them. It is a question of supply 'and demand. I offer my arithmetic at a shilling, my colleague at 'five; and if a parent prefers a shilling's worth of arithmetic from 'me to five shillings' worth from my colleague, that is the parent's 'affair, and I cannot refuse to give it.' Education is sold in these schools like wares in a shop, at so much per pound, and the idea of the seller is to sell as many pounds as he can for his own immediate benefit. There is a nominal partnership existing, inasmuch as all the teachers are appointed by the same managing board, and teach in the same building. But all the partners are struggling against each other, thinking only of themselves, and caring for the good neither of the firm nor the trade. More than that, in some schools the partners insist upon a monopoly for themselves. In one school, for instance, there was an excellent scholar and a highly cultivated man at the head of the classical department. He, in his course of instruction, desired his scholars to write for him a weekly English essay on classical subjects. The English teacher in this school objected to the classical teacher setting an English essay in his class, as by so doing he poached upon his monopoly of English. He even went the length of complaining to the board of management. He might almost as well have complained of the English language being used in the French, German, or mathematical departments; and the writing-master might with more reason have objected to dictation in the English department. We have mentioned comparatively few instances of the evils of this system of separate and conflicting interests in the same school. The special reports on the different schools afford many other traces of the same thing. There were very few schools in which this system was in operation that did not suffer by it. The usefulness of the great majority was marred, and the effect was not confined to the teachers, among whom there was too often an absence of harmony —more or less of course in different schools—and indications of ill-feeling and jealousy that could not but be prejudicial to the school, and to the best interests of the scholars. The same feeling found its way in some cases to the masters' families, and to the community interested in the school. We heard of cases in which the teachers and their friends had raised a partizan or factious feeling in favour of or against contending colleagues, and had tried to influence the managing body in favour of one teacher or another. Rumours of this sort of thing unavoidably find their way to the scholars, and the effect cannot but be detrimental to them, both morally and intellectually. And it all arises out of a question of fees. The teachers' pockets are affected, and poor men cannot

Bad effect of the operation of this principle.

be generous and disinterested under that pressure. This again is partly due to the small endowments and emoluments provided for the teachers which we have already discussed. But the result does not tend to the elevation of the teaching profession. And though unquestionably we have come across many teachers in Scotland animated by as fine feelings of honour and integrity, and as much raised above anything sordid as man can be, still it cannot be denied that there are some teachers whose aims are not so disinterested and high as they might be in men who have to mould the minds and character of the young generations in Scotland or in any country. And the one argument in favour of this unhealthy rivalry —because it cannot be dignified by a higher name—is that it prevents indolence and stagnation on the part of the teachers, and produces vigour and animation and zeal in their respective departments. This same end, as we shall show hereafter, can be attained by other means. As it is, as we have said before, when zeal is produced by a desire for fees, it may very easily degenerate into popularity-hunting of an ignoble kind.

Organization.

The second principle upon which the schools are arranged is of this nature. There is a curriculum, or at least a prescribed course, but it is not imperative. There are also optional classes at a rather higher rate of fees than the curriculum, and scholars may select either the curriculum or the optional classes. As instances of the working of this system, we would refer to the special reports upon the High School of Edinburgh, the Inverness Academy, and the Edinburgh Institution. This method of arrangement appears to us to be greatly preferable to the method mentioned above. In country towns such as Inverness, where there can be no great variety of first-rate schools adapted to special subjects, such an arrangement is probably the best that could be suggested. The fees are paid into a common fund, so that none of the disadvantages of pecuniary rivalry are produced. The aim of all the masters is the success of the Institution, so that there is no heartburning on the part of one master at the popularity of another. There is no compulsion put upon the parents to send their children to classes which they consider useless, but, at the same time, all the advantages of a judiciously arranged course of study, drawn up by men conversant with education, are offered to them at a lower rate than they would have to pay for selected classes. That the good effects of this system are appreciated, is proved by the fact that, in the three schools which we have instanced, more than two-thirds of the scholars take the course in preference to the selected classes.

2. Combination of a curriculum prescribed, but not imperative, with optional classes at a higher fee.

Instances.

Characteristics of this set of schools.

Good effects of this principle appreciated by the parents.

An arrangement somewhat similar to the above is brought about by a system which is in force at Dollar Institution, and at one or two other schools, in accordance with which a 'basis fee' is charged for the course, and every one who attends the school has to pay the fee whether he attends one class or all. By this means there is not much chance of a desultory attendance at a class here, and a class there, and there is a kind of method of arrangement throughout the school. The objection to such an arrangement is that it is neither one thing nor another, but a kind of hybrid between two

Similar arrangement at one or two schools carried out by payment of a 'basis fee.'

Organization.

systems. But it has the advantages of organization, and, as there is a settled course, parents have at least the chance of relieving themselves of the responsibility of selection, and have to pay for that luxury.

3. Third principle of two kinds. (1.) Invariable and imperative curriculum in every department, and promotion by routine. (2.) Curriculum in each department, and promotion by proficiency.

The third principle of arrangement is of two kinds. (1.) There is one prescribed, invariable, and imperative curriculum which is enforced upon every boy in the school and in every department at the same time. (2.) The whole school is divided into three or more sets of classes, one for each department, and every boy is promoted from class to class in the several subjects, not by routine, but according to his proficiency in each subject, uninfluenced by his proficiency in any other.

Characteristic of first set of schools. Instance.

In the first case, there is no option left to parents or to teachers. The school is divided into a certain number of classes, and each class goes up from year to year in every department. The first class in classics is the first class in English, and the first class in modern languages, and the first class in every subject, and this class becomes the second class in these several branches next year, and the third class in the third year, and so on. There is no question of fitness on the part of individual scholars for one subject rather than another. It is taken for granted that all are equally advanced in all subjects, and they are promoted by seniority and not by proficiency, by routine and not by merit. The Edinburgh Academy is the best instance of this system. In considering the advantages and disadvantages of it, two distinct questions are raised—(*a*) Is it desirable that the under masters should be upon a footing of equality, and should teach the whole curriculum from the lowest subjects to the highest, or should there be a gradation of rank among the masters, and should each be confined to that province to which he is adapted? (*b*) Is it desirable that boys should be promoted in all departments by routine, or by proficiency? The first of these questions affects the teachers more than the scholars, and something can be said on both sides of it. By having different work to do each year, a man is more likely to keep up his interest in his profession, and to stave off a tendency to mental stagnation. He is more likely also to be promoted to a higher calling if he has been accustomed to teach in the highest classes in the school. It may be also that he gets to know the boys, and understands how to make the most of them. On the other hand, some men are much better qualified for junior than for senior work, and *vice versa*. Higher classics and advanced composition may be very indifferently taught by men who would teach the elements of a language thoroughly. And men whose interests are in the higher paths of scholarship, and who could do much to awaken a boy's mind to an appreciation of the niceties of language, or to the comprehension of classical ideas, would very probably find elementary scholarship excessive drudgery, and would teach it indifferently. Elementary teaching and higher teaching are distinct arts; just as laying the foundations of a building is distinct from raising it architecturally; and one man may be good in the one department, but poor in the other. In English public schools it is usual for teachers to serve an appren-

Two questions—(*a*.) Should there be a gradation of rank among the masters? (*b*.) Should promotion be by routine or proficiency?

Arguments for and against first question (*a*.)

ticeship in the lower classes of the school before they are promoted to the higher, and in the years of their apprenticeship their capacity for one department or another is discovered. In the class of Scottish schools to which we are now referring, there is no promotion in the school, and no apprenticeship; a teacher is at once appointed to the vacant class, whether it be the highest or the lowest, and he knows he cannot improve his position in the school, but looks for promotion from without. The result of this is apt to be one of two things —the master appointed either settles down for life in his position as under master with his regular routine of classes, and his regular routine of four or five years' work, or, if he is not content to settle down, he must look abroad for his future advancement. And this has a tendency to diminish his interest in the school, and to cause the best men to leave frequently, and the indifferent to remain permanently. On this subject opinion is divided, but the preponderance appears to be favourable to the English system. Dr. Hannah, who has had experience of both systems, says, 'Under this head of the inquiry my experience is decidedly in favour of the English system.' Dr. Hodson concurs in this. Dr. Donaldson says, 'I think it is of great moment that there should be a gradation of masters wherever this is possible; that there should not merely be a rector as head master, but that there should be a first, second, and third masterships, so that the teacher might rise through steps to the height of his profession.' Professor Sellar, in like manner, is in favour of gradation of masters; and Professor Campbell says, 'The master of the junior department should be chosen for his special qualifications for this object, and should not move up with his class, though his position should be no less honourable and lucrative than that of the other masters.' On the other hand, Mr. Laurie says, 'There are manifest advantages in the habit which prevails of each master conducting the same boys through their first four years of study, and then handing them over to the rector. But as the reasons which exhibit these advantages are involved in the subject of *methods* of instruction, there is not space here to enter on them. In addition to these reasons, it is also of importance that boys should be delivered from the conflicting crotchets of successive teachers. One set of crotchets may be accepted in full faith, and do little harm, but more than one set puzzle, and bewilder, and retard;' and Mr. Lonie approves of the Scottish system on the ground that under it a teacher is enabled to study both the moral and intellectual development of his pupil, and gains the merit while he takes the responsibility of his pupil's subsequent success in examinations. There is something in both these views, but it seems to us that the weight of opinion as well as of argument is upon the side of gradation of rank among the masters, and against the system by which they are on a footing of equality, and teach the whole curriculum from the lowest subjects to the highest.

Organization.

Opinions.

Weight of opinion in favour of gradation of rank.

This branch of the general question, however, is of small importance when compared with the other branch of it: Whether it is desirable, namely, that the scholars should be promoted by routine or by proficiency? This question does not affect any particular class

The second question of much more importance.

Organization.

Universality of promotion by routine in Scottish schools.

of schools in Scotland. It affects them all. With the exception of Trinity College, Glenalmond, where the pupils are promoted from one class to another by examination and merit, it is the almost universal custom in Scotland to promote by seniority. Occasionally we met with teachers who told us that promotion went by proficiency. But when we asked them if they were in the habit of keeping boys two or three years in the same class, the almost invariable answer was, that such a thing was impossible, and the parents would never submit to it. Once or twice boys had been kept back, but very rarely. In the Edinburgh Academy such a thing is never done. The same class of boys go up year by year, according to their age and time at school, though the difference in their attainments be as wide as is possible to find in boys of the same age.

Effects of promotion by routine.

Of the evil effects of such a system it is impossible to say too much. Indeed there is nothing reasonable to say in favour of it, except that it is cheap and simple, that it spares the feelings of the duller boys, and through them of their parents. But the result is inevitable—either the clever boys are sacrificed to the dull, or the dull to the clever, and not in one subject, but in all. As we have previously shown, it is impossible that justice can be done to a class of one hundred boys in any one subject where they are all at different stages of advancement. But it is not a question of one subject, but the same class is promoted in all subjects; and in all the same result must follow,—either the clever or the dull boys are neglected. Thus cheapness and simplicity are purchased at the sacrifice of about 70 per cent. dull, or 30 per cent. clever, boys in every class, in every subject, and in every year, and neither sacrifice can be regarded favourably. The moral argument, that the feelings of the duller boys or of their parents are spared by the system of annual promotion by seniority, should not receive much respect. It surely is better that a boy should remain two, or even three years in the same class, so that he learn something at the end of it, as he can hardly fail to do, than that he should sit idly at the bottom of two or three different classes each year learning nothing. The feelings of his parents will be as much mortified by the one humiliation as by the other, only, it may not be known that he learns nothing, but it is known that he has not been promoted. The effect upon the boy may, and does often, colour his whole life. Certain boys occupy the permanent position of 'boobies' at the bottom of the class during five or six years of their school life, and get accustomed to look upon themselves as destined to occupy the same position with regard to their cotemporaries in their after life. They form a sort of 'booby' society in their several classes, and far from being ashamed of their position, they come to glory in it. Whereas if these boys had remained in the class for two or three years, their pride, if nothing better, would have roused them to exertion, and enabled them in their turn to be promoted to a higher class. Some of them, at least, would have been so stimulated, and their influence would have its effect upon the others, to such an extent at least as would break up their inglorious society. Many arguments might be adduced against this system, but it has so little to recommend it, that it is unnecessary to state them. We content

ourselves by quoting the views of Dr. Hannah and Dr. Hodson upon this subject, drawn from their experience of the working of the system in the Edinburgh Academy, and refer to the almost unanimous opinion expressed by all those who have given us their views on this head:— Organization. Opinions on promotion by routine.

Dr. Hannah says[1]— Dr. Hannah.

'With regard to removal by routine, I never heard but one argument in its 'favour, beyond that of economy, viz., that it has a good moral effect to keep 'the same set together, as friendships are thus cemented, and the duller boys 'are spared the discouragement of seeing themselves formally dropped from the 'race. I doubt the fact of this alleged advantage; but, even admitting it, we 'can consider it nothing else but an argument for subordinating the interests of 'the higher to the interests of the lower; in a word, for sacrificing the class to 'its tail. It would be as fair to demand that every express should carry a lug-'gage train behind it to avoid hurting the feelings of the luggage engineer by '*shunting* him. It is deplorable to see clever boys wasting time and patience at 'the top, while the master, with the instinct which leads him to labour most where 'labour is most needed, is hammering at the heavy weights of the class. It must 'be remembered, too, that the Scotch system generally involves a second economy, 'that of maintaining the same collateral division of classes through every subject; 'so that, if the roll is fixed by Latin and Greek, the same distribution is made to 'apply to mathematics and modern languages. No doubt this simplifies the 'time-table wonderfully. No plan is so effectual for utilizing all the available 'time of every master, because each class is handed over entire at every change. 'But surely no plan can be less just to the boys. To distribute a school on (say) 'three different subjects into three distinct sets of classes, requires a staff large 'enough to provide work for the whole school at once in every subject. Yet 'nothing less than this will suffice to do every boy full justice. A boy may have 'a special taste for mathematics and no gift for language; in that case it is 'doing him a direct injury to confine him to the low mathematical class which 'ranges with his class in classics. Or he may have lived much abroad, and have 'become a fair proficient in modern languages, while little more than a beginner 'in classics. It is a distinct injustice then to make him sit and listen to the 'imperfect French or German lispings of his compeers in classics, while in that 'one subject of modern languages he is perhaps the best boy in the school. An 'unwise economy always leads to waste in the long-run; and in this instance it 'leads, in the case of boys as well as masters, to waste of time and temper, 'brains and skill. It is needless to dwell on the advantages of a more liberal 'arrangement; the justice done to every boy by the precision with which his 'place can be determined; the freedom and vivacity given to examinations, 'when the removes are made to rest upon them; and the value to the boys 'themselves, who are made to wait longer in a lower class, of the repetition of 'their drill in elementary subjects.'

In like manner Dr. Hodson. His opinion is expressed in these words:[2]— Dr. Hodson.

'This custom, peculiar to Scotland' (*i.e.*, promotion of pupils from one class to another without reference to proficiency), 'I have long regarded as pre-'judicial to the best interests of a school, especially when driven by want of 'endowment to have large classes (often of 80 or 100 boys) all herded together 'upon no other principle than that they have been the same number of years in 'the school, though varying greatly in age, ability, and industry. I do not 'myself believe that it is possible for the very best master to do justice to so 'large a class even when composed of boys tolerably on a level in point of ad-'vancement. But composed, as classes in Scotland are, I know it to be impos-'sible, and have learnt, by the painful experience of thirteen years, that the boys in 'the lower division of every class (generally almost a third of the whole) suffer a 'grievous injury, both moral and intellectual, equally cruel to them and unfair to 'their parents, which the most conscientious and painstaking master is power-

[1] Answers by Dr. Hannah, App. p. 201.
[2] Answers by Dr. Hodson, App. p. 202.

Organization.

'less to prevent, while his very efforts to do so are injurious to the abler and more diligent boys in this class. This evil is so flagrant, and the remedy so easy (viz., to allow no boy to advance from one class to another unless able to pass a minimum examination in the work of the previous session or half-year), that it is to me wholly unintelligible why it should ever have arisen, still less have been allowed to continue. Nothing but the excellence of the raw material of Scottish youth, and the energy and perseverance which distinguish both boys and masters, could have preserved the best system from collapse when afflicted with so fatal a defect.'

These opinions are unanswerable.

Promotion should be regulated by proficiency, tested by half-yearly or quarterly examinations and class marks.

Such an uncompromising condemnation of this system by two gentlemen who have had so much experience of its operation, and who are so eminently qualified to judge of the effects of it, is unanswerable. It is perhaps unnecessary to add that we concur with them, and would gladly see promotion by routine disappear from all schools in Scotland, and a regular system introduced by which promotion should be regulated by proficiency. This should be tested half-yearly, by class marks and examinations, and a certain proportion of each class should then be promoted to a higher class. Promotion once a year has some advantages, but there is no reason why a clever boy should be kept back for so long a time. In most English schools there is a small quarterly promotion, and many boys who just missed the half-yearly change are enabled to get a remove at the quarter. These, however, are mere matters of detail; the great thing to establish is proficiency and not routine. By means of this the masters have a succession of classes consisting of boys about the same stage of advancement, and every boy in the class has an equal chance with his neighbour. If such a change as this were to be introduced into the Scottish schools it would be necessary to introduce along with it some modification in the arrangement by which the fees are allocated, and such a gradation of masters as has been suggested. Nor, indeed, would this be all the change necessary. It would be well that a more radical change were introduced along with it. If possible, it would be most desirable not to have one curriculum for all subjects, but to have a separate curriculum for each subject. If justice is to be done to the pupils attending these schools, there must be a series of classes in classics, another in mathematics, and a third in modern languages, and promotion in one must not be affected by proficiency in another. Many boys are forward in classics and backward in mathematics, or they have a turn for mathematics and are ignorant of modern languages. It does injustice to such boys to keep them at the same stage of advancement in all these subjects, and so long as such a system is carried out it is impossible to make the most of the scholars. This brings us to the second class of schools, organized on the third principle of arrangement stated above. There are very few such schools in Scotland. The only public one of note is Trinity College, Glenalmond. The organization there is a model for other schools to imitate. The whole school is divided into three different sets of classes, each extending from the highest to the lowest. Of these, the first set is arranged by proficiency in classics and history, the second by proficiency in mathematics and arithmetic, the third by proficiency in German and French. A boy's place in each of these

If such a change were instituted some modification would be necessary in the allocation of fees and in the position of the masters.

There should also be, where practicable, a curriculum for each department.

Very few schools in Scotland organized on this principle of arrangement.

Instance.

sections is determined purely by his knowledge in that branch of education, without reference to his position in the other classes, and his promotion from one class to another of the three divisions is not affected by his proficiency in any of the subjects embraced by the other divisions. Of course such a scheme of classes as this is more practicable in a boarding than in a day-school, and where the numbers are small it is easier to carry it out than where they are large. It implies also a large staff of teachers in proportion to the number of scholars. Still something of the sort might be introduced into more of the public schools. It is the only means of giving fair play to all classes of scholars. Where the curriculum is fixed according to the yearly class, a boy who is far on in one branch and backward in another is kept too far back in one or pushed too far forward in the other. Where there is no curriculum there is no definite organization of classes, and the different classes are apt to interfere with each other. A boy may wish to attend an advanced class in classics and a low class in mathematics. The highest class in classics is not improbably held at the same hour as that at which the lower class in mathematics is held, and so the boy must give up one or other of the classes, or the hours must be arranged to suit his individual case. But when there is a separate curriculum arranged for every subject, and promotion by proficiency in all of them, both the difficulties of the other systems are avoided.

Organization.

More easily carried out in boarding than in day-schools.

We conclude, therefore, in this section of the inquiry, that there should be a fixed curriculum in all schools, and, where such an arrangement is practicable, a series of fixed classes in each department, extending through the whole school, and promotion in each department according to proficiency in it, and irrespective of proficiency in any other department. Where this is not practicable, the arrangement whereby there is a course for three or four years, not fixed, but strongly recommended, and a choice of courses thereafter, such as is offered by the High School of Edinburgh, seems to be the most advantageous. But to the High School plan there is the insuperable objection of promotion by routine. Modified to promotion by proficiency, the system should work well. It combines the advantages of a 'variable margin with a fixed routine,' to use Dr. Hannah's words, and the pecuniary difficulty is got over by all the fees being paid into a common fund. From this fund, supplemented by endowment, the emoluments of the rector and the masters should be paid, graduated among them, from the highest to the lowest, according to their positions in the school. When, therefore, there is a curriculum, and the fees are paid into a common fund, no difficulty should arise as to the emoluments of the rector or the subjects which he teaches. Where, however, there is no curriculum,—and it is possible that in some of the smaller towns it may be impossible to enforce it,—and where the fees are not paid into a common fund, it may still be possible that the classical department should be taught by the rector. But in order to keep his income up to a higher level than that of the other teachers, it would be necessary that some of the popular branches were entrusted to him in addition to classics. English and writing are the popular

Conclusion in this section of inquiry.

Organization.

branches in most of the smaller towns, and of these there can be no question that English is the natural subject for the rector to teach. In another chapter we shall discuss the value of the different subjects of instruction. Here it may be sufficient to say that there is no reason why a man who is able to teach classics should not teach English in its higher branches, by which we include composition and history. These branches of English education might be taught by the classical teacher, if he were appointed rector, and thus, even in schools where there is no curriculum, the emoluments of the rector might be placed upon a proper footing.

Results.

§ 3. The results, then, that we come to on the whole question of organization of schools and classes are as follows :—

1. There should be a rector or head master in every school, with entire control over the internal economy of the school, including the appointment and dismissal of the teachers. His position should be higher than that of the under masters, and his emoluments should be in proportion to his position.

2. It cannot be settled arbitrarily what subjects he should teach. Opinion is rather in favour of his having the classical department under his charge ; but so many qualifications besides teaching are necessary for a head master, and such different branches are popular in different places, that it would seem best to leave this question to be decided locally.

3. The system of individual and independent classes is not satisfactory in its operation. It would be much better, both for masters and boys, if this system were changed, and, where practicable, a fixed curriculum introduced into every department in all schools.

4. Promotion from one class to another should be regulated, not by routine, but by proficiency tested by class marks and examination each half-year, and proficiency in one subject should not affect promotion in another.

5. Where it is not practicable to enforce a prescribed curriculum, there might be a fixed course of classes recommended but not absolutely enforced, and optional classes at a higher fee.

6. Fees might be paid into a common fund, and the emoluments of the teachers graduated from the highest to the lowest.

CHAPTER VII.

SUBJECTS AND METHODS OF INSTRUCTION.

Quantity of Instruction in Schools examined—Subjects appreciated by Parents—Quality of Instruction in Classics—English—Modern Languages—Mathematics and Arithmetic—Other Branches—Is the Education Sound?—Tests of Competitive Examinations at Universities and Civil, Military, and East Indian Services not Applicable—Education Sound, so far as it goes—Results.

In this chapter we propose to consider what are the subjects of instruction which are principally taught in the Burgh and Middle-class schools, and to state the opinions that we have formed upon the methods of instruction pursued in the schools, in order that we may discuss the question whether or not the education given is adequate and sound for the class of scholars attending them, and whether there are any means of improving it.

Educational machinery of the country is of a very heterogeneous character.

§ 1. The educational machinery of the country, under existing arrangements, is, it must be admitted, of a very heterogeneous character. There is no distinction between the different classes of schools, and no line of demarcation between the higher and the lower. Infant schools run into Elementary schools, Elementary or Primary into Secondary, and Secondary into the Universities. Parochial schools, and those on this model, are attended by children who ought to be in Infant schools; and what are called Infant schools are attended by big boys and girls who ought to be in the more advanced schools. The Burgh and Middle-class schools, in like manner, which might be expected to be Secondary, combine in themselves Infant, Elementary, and Secondary schools. Sometimes, in the same class-room, and taught by the same master, there are boys and girls of fifteen and sixteen years of age, reading, it may be, Homer and Virgil and Racine, and alongside of them, infants under six years of age learning their letters and the multiplication table, and young men of eighteen and twenty, who, according to age, ought to be in the universities. In the universities, again, there are students far advanced in Greek and mathematics in the same class with those who hardly know the Greek alphabet, and have not learned the elements of algebra, and, as will be subsequently shown,[1] men of thirty and even forty years of age alongside of lads of fourteen and fifteen. There is no uniformity or organization throughout the

[1] *Cf. infra*, Chapter ix. page 158.

Subjects and methods of instruction.

country, but schools have been left just as they have grown up, or old schools have been amalgamated with new, so that the general result is a sort of ill-ordered patchwork, and the great marvel is how much good comes out of this disorder. And as it is with the schools, so it is with the departments in the schools.

In some cases all the branches are taught by one man; in others, classics and modern languages are taught by one, English by another, and mathematics by a third; in others, classics, modern languages, and English are taught by one, and mathematics by another. Some schools, again, instead of following the division into four departments, are divided into three,—classical, English, and commercial; while such a school as Dundee High School contains no less than eight distinct departments; viz.,—classical, mathematical, commercial, writing and arithmetic, English, French, German, drawing and painting. In point of fact many schools are arranged in no very definite principle, but according to the teaching power which can be made available. When the staff of teachers is sufficiently large, the schools are divided into four departments, —classical, English, modern language, and mathematical. We propose to follow this division, and to show what, as a general rule, is the amount and quality of work performed in each department.

But there is no very definite principle of arrangement.

We shall follow the fourfold division into classical, English, modern language, or mathematical departments.

In order to exhibit the *quantity* of the instruction given in all the schools visited, we have prepared the following table, and classified the scholars learning the different subjects according to the above division:—

Quantity of instruction in the schools visited, according to the above division.

SCHOLARS in different Subjects according to FOUR DEPARTMENTS.

SCHOOLS.		SCHOLARS ON ROLL.								
		TOTAL	Classics.		English	Modern Languages.			Mathematics.	
			Greek.	Latin.		French.	German.	Others.	Math.	Arith.
	No.									
Public, in Burghs, .	54	12,862	680	3,239	11,788	2,310	440	2	1,395	9,299
Public, not in Burghs,	4	1,217	121	290	1,188	372	114	6	214	1,068
Private, . . .	11	1,067	168	640	1,047	501	134	..	366	956
TOTAL,	69	15,146	969	4,169	14,023	3,183	688	8	1,975	11,323

Character of education exhibited by grouping the schools according to—

But in order to bring out the true character of the education given in the schools, we must group them in another form. A distinction must be drawn between two classes of schools, which, though somewhat arbitrary, is necessary for a correct exhibition of the quantity and quality of instruction given in them. These two classes of schools comprise—(1.) Those which profess to give an education definitely higher than elementary: (2.) Those which do not.

(1.) Those which profess to give an education definitely higher than elementary.

The first class only, strictly speaking, comprises those which have claims to the designation of Secondary schools, and it consists of six schools, viz., the Edinburgh High School and New Academy; the Aberdeen New Grammar School, Old Grammar School, and Gymnasium; and Trinity College, Glenalmond.

(2.) Those which com-

The second class consists of all the other schools examined. Where the schools are

grouped in this way the statistics appear very different from what they do under the first arrangement.

Subjects and methods of instruction.

bine elementary and higher education.

Statistics according to the grouping.

SCHOLARS in certain Subjects in the SIX SECONDARY SCHOOLS —also in the other SIXTY-THREE SCHOOLS visited.

SCHOOLS.		SCHOLARS ON THE ROLL.								
		TOTAL.	Classics.		English.	Modern Languages.			Mathematics.	
			Greek.	Latin.		French.	German.	Others.	Math.	Arith.
	No.									
Schools which give an education definitely higher than Elementary Schools, .	6	1,291	512	1,226	1,203	771	220	1	494	1,079
Others visited, .	63	13,855	457	2,943	12,820	2,412	468	7	1,481	10,244
TOTAL,	69	15,146	969	4,169	14,023	3,183	688	8	1,975	11,323

Under this form it is obvious that the classical departments are the most important in the first class of schools. In them there are 39 per cent. of the scholars learning Greek, and 94 per cent. learning Latin; whereas in the second class only 3 per cent. learn Greek, and 21 per cent. learn Latin. It is important to bear this in mind in considering the nature of the instruction given, more particularly in the classical departments. In these six schools the usual Greek and Latin authors are learned and taught, and in them all, with certain modifications, in much the same stereotyped way. Latin only is taught for the two first years, or in the High School of Edinburgh for the three first years, and after that Greek and Latin go on simultaneously. The highest authors are read in the Edinburgh Academy and High School, and scholarship is brought to as high pitch in these schools as in any other in Scotland. In the Aberdeen schools the system appears to aim at grammatical precision rather than at elegant scholarship, and looks more to the attainment of rigid verbal accuracy than to the acquisition of classical ideas by varied reading. A considerable part of the scholar's time is devoted to writing versions, and very little can be spared for general classical reading. In the New Grammar School comparatively few books are read, and very small portions of those books. We have placed side by side the amount of work done by the two highest classes in the Edinburgh High School, from October 1866 to June 1867, and in the Aberdeen New Grammar School, from November to April during last session.[1] In this comparison, allowing eight months for the one school, and five for the other, it appears that the reading of the High School boys of about the same age extends over a much wider area than that of the Aberdeen boys, both in Greek and Latin.

Character of classical instruction in the first group of schools.

The Aberdeen schools.

New Grammar School.

Comparison of the work done in the two highest classes in the Aberdeen New Grammar School and the Edinburgh High School.

[1] *Cf.* Special Reports upon the Edinburgh High School and the Aberdeen New Grammar School.

Subjects and methods of instruction.

Class and Subject.	Edinburgh High School. *October* 1866-*June* 1867. Books.	Aberdeen Grammar School. *Nov.* 1866-*April* 1867. Books.
Highest Latin,	*Carefully*—Plautus, *Mostellaria*, 1-890. Tacitus, *Agricola*, and *Annals*, Book I. Horace, *Satires*, Book I. 9; Book II. 8: *Epistles*, Book I. 2-4, 6, 20; *Odes*, Book I. 1-4, 6-12, 14-18, 20-22, 24, 30, 37, 38; Book II. 10, 14; Book III. 13, 30; Book IV. 2-9, 12, 14, 15: *Epodes*, 1, 2, 4, 6. Cicero, *in Verrem*, Lib. IV. 1-23. *Cursorily*—Virgil, *Æneid*, Book VI. Horace, *Ars Poetica*, 1-324. Plautus, *Mostellaria*, 891 to the end. Roman History, 133 B.C.-33 B.C. Early Latin Literature. Exercises in Wilkins and in Bland, as in programme.	Livy, Book VII., the whole. Virgil, *Æneid*, VI. 1-600. Rudiments and Grammar revised. Composition daily.
Second highest Latin,	Horace, *Odes*, Book I. 1-4, 6-12, 14-18, 20-22, 24-26, 29, 30, 37, 38; Book II. 10-14; Book III. 13-30; Book IV. 2-9, 12, 14, 15: *Epodes*, 1, 2, 4, 6: *Epistles*, I. 1-4, 6. Terence, *Adelphi*, lines 1-300 of the "Andria." Cicero, *in Verrem*, Book IV. chaps. 1-23. Livy, Book I. chaps. 1-27. Roman History, from time of the Gracchi to time of Cicero and Julius Cæsar. Roman Literature, from Livius Andronicus to Lucretius. Wilkins's *Latin Exercises*, 1-18; Exercises in Bland's *Hexameters*.	Livy, Book I. 1-30. *Æneid*, Book II. 558 lines. Latin composition done in school and at home. Smith's *History of Rome*, to the end of the first Punic war.
Highest Greek,	*Carefully*—Greek Testament, Acts i.-xvi. Homer, *Iliad*, Book I. Sophocles, *Œdipus*, Rex 1-511. Thucydides, Book I. 1-30. *Cursorily*—Homer, *Odyssey*, Book XVI. Sophocles, *Œdipus*, Rex 511 to end. *Greek Grammar*. Exercises in Wilkins and in Beatson, as in programme.	Geddes' *Grammar*, 1-137. Xenophon's *Anabasis*, V. 1-12. Arnold's *Prose Composition*, 1-44. Smith's smaller *History of Greece*, to the beginning of the Peloponnesian war.
Second highest Greek,	Greek Testament, Acts of the Apostles, chaps. i.-xv. inclusive. Bryce's *Second Greek Reader;* extracts from Book IV. of Xenophon's *Anabasis*, pp. 55-59; extract from Book I. of Homer's *Iliad*, lines 1-171. The *Alcestes* of Euripides, lines 1-789. Schmitz's *Greek Grammar*, chaps. i. xiv. xvi.-xviii. 'Synopsis of Syntax' in Bryce's *Reader*, chaps. i.-iii. Carson's *Greek Exercises*, pp. 1-22; Initiative Exercises in the *Greek Reader* on the extracts from Xenophon, read pp. 415-429.	Xenophon's *Anabasis*, Book I., first five chapters. Arnold's *Prose Composition*, first twenty exercises.

A single book of Livy, six hundred lines of Virgil, and twelve chapters of a book of Xenophon's *Anabasis*, is not a great deal for the highest class in the most exclusively classical school in Scotland to accomplish in five months. It is obvious that the classical read-

ing which the boys attending this school carry with them to the university cannot be extensive. It would not be considered a great weight of learning in Prussian schools. Students, before proceeding to the universities from the gymnasia in Prussia, are required to have read the following authors in Greek and Latin:[1]—

Subjects and methods of instruction.

Work done by students in Prussian gymnasia before proceeding to the universities.

I. Greek.

1. Homer, the *Iliad* and *Odyssey* entire.
2. Several Plays of Æschylus, Sophocles, and Euripides.
3. Herodotus, four Books.
4. Thucydides, two Books.
5. Xenophon, the *Anabasis* entire.
6. Plutarch, several lives.
7. Demosthenes, *De Corona.*
8. Plato, *Phædo.*

II. Latin.

1. Virgil, *Eclogues* and *Æneid* entire.
2. Horace, entire.
3. Ovid, *Metamorphoses* entire.
4. Elegiac Poets, various pieces.
5. Cæsar, *Gallic and Civil Wars.*
6. Livy, five or six Books.
7. Sallust, entire.
8. Tacitus, *Annals.*
9. Cicero, Orations in part, and the Treatises, 'De Amicitia,' and 'De Senectute,' 'De Officiis,' 'De Divinatione,' 'De Natura Deorum,' and 'Disputationes Tusculanæ.'

N.B.—The above is only the classical part of the gymnasial work: in addition, there is instruction carried on simultaneously in the departments of German, French, and English, natural science, mathematics, etc., and in the case of students intended for theology a course of Hebrew, in which the grammatical training is over before a student enters the university at all.

It may be considered that this is too much for a boy of ordinary ability to have read before going to a university, and that what he gains in width of reading he loses in thoroughness. That may be so, or it may not be so: we have no means of estimating it. But as we have shown in the special report upon the Aberdeen New Grammar School, it is obvious that the non-classical subjects in that school are sacrificed to the classical; and that being the case, we cannot but think that something nearer the Edinburgh High School standard might have been attained in an almost exclusively classical school, even if the Prussian standard is unattainable.

We have dwelt upon the difference between the system of classical teaching pursued in Aberdeen and Edinburgh, because the Aberdeen system, in a modified degree, is followed in the three counties of Aberdeen, Banff, and Moray, and nowhere else in Scotland. In the Parochial schools in these counties, the same feature is observed as in the Grammar school. In these schools, and in the junior classes of the Grammar school, the system that produces accurate grounding is undoubtedly a good one. But in the higher classes of the Grammar school, something more might be expected as a preparation for the universities.

Reasons for dwelling on the difference in these two Schools.

In other respects there is no great difference in the systems of classical teaching pursued at these six schools. Verse composition does not receive much attention in any school in Scotland, with the exception of the Edinburgh Academy, and in it verses are not compulsory, nor are they taught to the prejudice or neglect of any other subject. Latin prose composition did not appear to be much taught in any school except in the Aberdeen schools, and the specimens which we got, even from these schools,

In other respects, systems of conveying classical instruction not dissimilar in the schools in this group.

[1] Answers by Professor Geddes, App. p. 200.

Subjects and methods of instruction.

exhibited verbal accuracy rather than a knowledge of Latin idiom, or an acquaintance with the elegancies of Latin style. One very useful exercise is not much practised in Scottish schools,—learning by heart selected passages from the best authors in both prose and verse. This is a common exercise in English Public schools, and is attended with the best results. The evidence given before the Public Schools Commission is strongly in favour of this kind of classical work. It would be very desirable to introduce it more commonly into Scotland.

Classics not popular in the second group of schools.

In that division of the schools which combines elementary and secondary education, classics, as a rule, are not increasing in popularity. In one or two of them the masters are excellent scholars, and the teaching is good, so far as it goes. But even in the best of these schools the attendance at the classical classes is so very small, and the interest in classics so lukewarm on part of both parents and children, that teachers who are good classical scholars cannot but feel their duties irksome. It is necessary to mention this feature in Scotch Middle-class schools, because in analysing the causes of the loss of popularity in the classical departments of this set of schools, we are enabled to answer pretty accurately the question what subjects are appreciated by those parents whose sons and daughters attend the Burgh and Middle-class schools. The answer is simply this: parents prefer those subjects for which they think they will get the quickest return. To establish this proposition, it is necessary to draw attention to the fact that, in certain parts of Scotland, certain branches are popular, and other branches in other parts. In the counties, for instance, of Aberdeen, Banff, and Moray, Latin and Greek hold a position quite distinct from what they do in other counties; whereas modern languages can hardly be said to be taught at all in the Burgh schools of these counties, and writing, drawing, and book-keeping are comparatively in small demand. This appears from a comparison of the following three tables, containing the numbers of scholars in each subject in three groups of burghs in different parts of Scotland, containing about the same number of scholars.[1]

Reasons for mentioning this feature.

What subjects are most appreciated by parents?

Some branches are popular in some localities, and others in others.

[1] Two hundred and three scholars are returned as learning English in the New Grammar School of Aberdeen. Of these only 46 are in the English department. The remaining 157 are taught English by their classical teachers.—*Cf.* Report on New Grammar School of Aberdeen.

NUMBER of SCHOLARS in each Subject, in three Groups of Burghs containing about the same number of Scholars.

Subjects and methods of instruction.

BURGHS.	SCHOOLS.	Total Scholars on Roll.	SCHOLARS ON ROLL LEARNING											
			Greek.	Latin.	French.	German.	Arithmetic.	Book-keeping.	Mathematics.	Physics.	English.	Writing.	Drawing.	Music.	Mensuration.
Aberdeen,	New Grammar,	272	87	247	11	..	149	..	104	..	203	75	10	..	..
Banff,	Grammar,	136	12	38	..	..	120	..	11	..	120	119	5	..	..
Elgin,	Academy,	137	3	40	16	2	84	6	11	65	121	74	2	20	..
Peterhead,	Academy,	126	3	26	..	2	115	..	18	..	120	110	..	..	..
	TOTAL,	671	105	351	27	4	468	6	144	65	564	378	17	20	..
	Cent. proportion,		15·7	52·3	4·0	0·6	69·7	0·9	21·4	9·6	84·0	56·3	2·5	2·9	..
Arbroath,	High,	327	6	56	77	19	215	11	8	..	301	223	11	..	15
Brechin,	Burgh Par. and Gr.,	237	2	38	15	..	125	..	2	..	190	144	..	..	..
Forfar,	Burgh,	191	..	46	35	6	113	..	11	..	191	158	..	..	..
Montrose,	Academy,	270	5	63	55	15	174	..	18	..	260	216	37	..	..
	TOTAL,	1,025	13	203	182	40	627	11	39	..	942	741	48	..	15
	Cent. proportion,		1·3	19·8	17·8	3·9	61·2	1·1	3·8	..	91·9	72·3	4·7	..	1·5
Greenock,	Academy,	334	20	85	101	25	241	20	45	..	322	285	130	..	..
Dumbarton,	Burgh Academy,	171	1	14	7	..	117	2	2	..	165	136	..	..	..
Port-Glasgow,	Burgh,	49	..	4	6	..	36	..	..	..	49	39	36	..	..
Paisley,	Gr. and Academy,	271	5	59	30	..	162	11	9	..	231	194	..	..	..
	TOTAL,	825	26	162	144	25	556	33	56	..	767	654	166	..	..
	Cent. proportion,		3·2	19·6	17·4	3·0	67·4	4·0	6·8	..	93·0	79·3	20·1	..	..

These returns show that in the Aberdeen group nearly 16 per cent. of the scholars are learning *Greek*, as against 1 per cent. in the Montrose group, and 3 per cent. in the Greenock group; and 52 per cent. are learning *Latin* in the former group, against 20 per cent. in each of the two latter. But as regards modern languages, in the Aberdeen group only 4 per cent. are returned as learning *French*, against 18 per cent. in the Montrose group, and nearly 18 per cent. in the Greenock group. In the Aberdeen group less than 1 per cent. are learning *German*, as against 4 per cent. in the Montrose, and 3 in the Greenock, group. So also with regard to *Writing* and *Drawing*. In the first subject, we find 56 per cent. in the Aberdeen group, against 72 and 79 in Montrose and Greenock; and in the second, 2 per cent. in the northern schools, and 5 per cent. in the Montrose schools, and 20 per cent. in the Greenock, Kilmarnock, and Paisley schools. The cause of this diversity is not apparent at first sight, nor is its bearing obvious. But by investigating it we establish the proposition with regard to the preference of the parents for subjects of instruction which they think will soonest pay. Classics pay in the north-eastern counties, and modern languages do not pay; whereas in the other counties a commercial is of more immediate value than a classical education. Commercial pursuits offer but few openings to a Banff or Elgin lad. There is very little trade in these counties. A limited number of banks, and a limited number of offices other than law offices, afford but a limited number of situations, and these are soon filled up. The best opening for a lad of the middle classes in these three counties is found in the Parochial schools. Owing to the Dick and Milne Bequests, the emoluments

Causes of this diversity.

Commercial pursuits offer no opening in the three north-eastern counties.

The best opening is found in the masterships of the Parochial schools.

Subjects and methods of instruction.

These are to be gained only through the universities, and the university, in many cases, through its bursaries.

Bursary examination is almost exclusively classical.

Hence classics pay in these counties, and modern languages do not.

In the other groups of Burghs there are good commercial openings.

Hence good handwriting is of more importance than classics.

The result is, that parents look upon education as a means, to an immediate end, and appreciate best those subjects which pay soonest.

from these schools amount to nearly £140 a year, together with a good house, and a fair prospect of promotion to a church. But these lucrative situations are to be gained only through the university, and the university can be reached by many of the poorer of these lads only through its bursaries. The bursary examination is almost exclusively classical, and modern languages are not required for success in it. Sixty per cent. of the marks by which a bursary can be gained are given for classics, and half of that number can be gained by writing a bit of grammatical Latin. We have no wish to depreciate the value of such an exercise as this. Probably no single exercise is so valuable. But we think it well to call attention to the fact that no marks are given for modern languages, and very little for English; so that the most accomplished linguist in Scotland might compete in vain against a Banffshire plough-boy who hardly knew his own language, and not one word of any other living language, but had acquired the knack of writing grammatical Latin prose.[1] Hence it is that classics pay in those counties, and modern languages do not. In the other burghs that we have mentioned, there is a good opening in the mercantile and manufacturing offices of Arbroath and Dundee, in the one group, and in Paisley, Greenock, and Glasgow, in the other. Good handwriting is thought more valuable than Greek in those towns, and some knowledge of French or German than Latin. Classics, therefore, are at a discount, and writing and modern languages at a premium. The general result, therefore, is that parents look upon education as a means to an immediate end. The great object is to get a lad placed in some situation in which he will gain pecuniary benefit, and keep himself at as early an age as possible. If he can do this by means of classics, as at Aberdeen, they will teach him classics; if by writing, they will teach him writing. If, along with his writing he can pick up a little Latin and a little French, so much the better, but it is not essential. This is the view of education which is adopted by parents of the middle class in Scotland; and those subjects of instruction which conduce to this end are most appreciated by them.[2]

So much thus briefly for the quality of instruction given in the classical departments of the schools and the methods of communicating it. The estimate which we have formed of it may

Value of each subject in the bursary competition at the Aberdeen University.

[1] The value attached to each subject in the bursary competition at the University is as follows :—

Subjects.	Marks.
English into Latin,	400
Latin into English,	150
Greek into English,	175
English Grammar and Composition,	175
Arithmetic, including Fractions and Proportion,	100
Euclid, Book I.,	200
Total,	1200

[2] In illustration of this, it may be interesting to call attention to the gradual

be summed up thus:—Taking all the schools together, Public, Private, Secondary, and Mixed Elementary, we considered that 29 per cent. of the classical departments were good; 25 per cent. were fair; 31 per cent. indifferent; and 15 per cent. bad. As we have stated in an earlier portion of the Report, this estimate must be taken as an approximation only to the true state of things.

Subjects and methods of instruction.

Summary of estimate of quality of instruction in classics.

English is taught in all schools, except the Aberdeen New Grammar School (where the classical teachers teach English in the junior classes), upon very much the same principle. In the lower classes, reading, spelling, and English grammar are taught; in the higher, dictation, analysis of sentences, history, geography, literature, and sometimes composition, are the principal subjects of instruction. As this is the most important branch of what is now called a modern education, and the English department is the most popular and most numerously attended in the great majority of schools, we paid great attention to the manner in which the various subjects included in this department were taught in all the schools which we visited. And when we come to look back upon the whole number of the Middle-class schools, and strike an average of the teaching in them all, we are compelled to say that these subjects do not seem to us to be thoroughly well taught. In isolated cases the reading was good, or the analysis was accurately done, or the knowledge of geography was creditable, or the composition exhibited good teaching and practice. But on a full consideration of the matter we cannot report very highly of the English instruction. Reading was in one or two cases very good. The scholars read both poetry and prose with confidence, with expression, and with understanding and appreciation of what they were reading. In most schools, however, there was no expression exhibited in the reading, but the words came out in a monotonous uninterested tone, well enough pronounced and easily followed as words, but with no appreciation of the meaning of the passage, or the intention of the author. It

English departments.

Cannot report very favourably of the average of these departments.

Reading.

manner in which modern languages have encroached upon Latin in the High School of Arbroath during the last six years.

Instances of decreasing popularity of Classics.

Session.	Number of Scholars in	
	Latin.	French.
1860-61, ...	62	66
1861-62, ...	71	60
1862-63, ...	71	76
1863-64, ...	62	73
1864-65, ...	57	75
1865-66, ...	54	78
1867-68, ...	54	75

In the same manner at Dollar, owing to the increasing popularity of mathematics, classics are taught and learned with little interest; and the highest class in classics has dwindled away in ten years from 14 to 4 or 5; and at the Madras College, St. Andrews, the number of pupils attending the Greek classes has fallen away from 50 in 1836 to 16 in 1866, and the mathematical department in that school has increased from 40 to 168.

Subjects and methods of instruction.

Spelling.

seemed to us that much more attention should be bestowed on this part of English education. Spelling varied in different schools. Where it was very bad, we have generally remarked upon it in the special reports. In some of the largest schools visited we found the spelling very far from satisfactory. This was not confined to the junior classes alone, but frequently in the exercises done by the highest classes mistakes were made which would have been fatal to the authors of them under the standards of the Revised Code.

Dictation.

Where dictation was systematically given, the spelling was generally more accurate, and this very important branch of education is more commonly taught in schools than it used to be. There are not a great many schools in which it is never taught, but in some it is a regular part of the course, in others it is intermittent, sometimes given, sometimes neglected. It was generally pretty easy to find out whether the teaching was systematic or not. If the spelling was not bad, the manner of setting about the exercise, and the rapidity or slowness with which the work was done, sufficiently indicated to us the difference between those schools where the subject was regularly taught, and those where it was not.

English grammar and analysis of sentences.

English grammar and analysis of sentences are taught upon a variety of systems. Morell's is the most popular, and is taught in the greatest number of schools; but in all those of Aberdeen, Banff, and Moray, Bain's grammar is taught, because a knowledge of it is necessary for the bursary competitions. We found that these branches of higher education and these text-books were not in good repute among the majority of teachers. A few of the English teachers approved of the subjects, very few even of them approved of the books, but, so far as we can recollect, no teacher with whom we conversed upon this point, who was not an English teacher, approved of either subjects or books.

Opinion of the utility of these subjects.

Their opinions are very much those given by Mr. Ross in his answers to the questions relating to the Burgh and Middle-Class schools.[1]

> 'English grammar,' he says, 'as taught in the higher classes of many of our 'burgh schools, and attempted to be taught in schools of less pretension, I look 'upon as profound trifling. Simple parsing and as much of analysis as will 'enable the pupil to distinguish between co-ordinate and subordinate clauses are 'all that should be attempted. Bain's *English Grammar*, or Morell's, with, if I 'remember aright, eleven kinds of nouns and nineteen kinds of prepositions, and 'I know not how many of adverbs, will illustrate what I mean. Such distinc-'tions are not grammatical but metaphysical, and English grammarians have 'poached on the province of the metaphysician or of the logician, apparently from 'being at their wits' end what to do owing to the poverty of English grammar. 'Now I think logic and metaphysics are *not* best fitted for the education of the 'majority of the pupils at Burgh schools.'

Our opinion of the utility of these two subjects, based upon the experience of what we saw of the instruction given in them, coincides in a great measure with Mr. Ross's views. The ordinary grammar appeared to be given in all schools in a manner that could not but be perplexing and distasteful to any scholar. At best the subject is too abstract for a child of nine or ten years of age. The ideas conveyed by the simplest terms that are employed in it, such

[1] Answers by Mr. Ross, App. p. 216.

even as noun, verb, adjective, are beyond the comprehension of the cleverest boy or girl of that age. But when they get into the abstract nomenclature of the more elaborate grammars, they find themselves in the midst of what is a new and unintelligible language, belonging neither to their own nation nor to any other. In addition to English grammar, taught on the principles laid down in the text-books mentioned above, the same scholar is taught Latin grammar from a different kind of text-book, based on different principles and illustrated by a different teacher; and he is taught French grammar, differing from both English and Latin, and taught by a third teacher, probably a foreigner, and possibly also German and Greek grammars differing from all the others and taught on different principles from each of them. Four or five grammars, all of them of the most abstract kind, bristling with hard and, to a child, unintelligible terms, each calling the same thing by a different name, and classifying the same things in a different system, taught by four or five different men on four or five different principles, tend to form a kind of mental training that can hardly be beneficial. Such, however, is the method of instruction in grammar which is offered to a scholar in our schools. Subjects and methods of instruction.

What is called analysis did not seem to us to be of more utility in education than the more elementary grammar. In those schools in which much stress was laid upon this branch of English instruction, we generally found a classful of the oldest scholars in the school reading and analysing five or ten lines in some passage from *Paradise Lost.* It was seldom, indeed it was never, a pleasing exercise to hear. The torturing of Milton's sentences in little bits at a time by those boys and girls seems to be the very last way to make his poetry attractive to them; and it is very doubtful how far such an exercise can be of much service in an educational point of view. The work is neither of sufficient difficulty to make the scholars exert their minds, nor of sufficient interest to stimulate either their taste or their imagination. One could not help feeling that Milton ever afterwards would be a hateful book to every one of the boys and girls who were drilled in this unattractive work. To make such a subject as the *Paradise Lost* of any educational value, the scholars should not be boys, and the teacher should be a man of wide range of mind and scope of ideas, and general classical and intellectual culture, such a man, in short, as is rarely found in the position of English master in a Public school; and the exercise should not be a mere analysis of words and sentences, but an attempt, at least, to enter into the spirit and intention of the poet. Grammar, as we are well aware, must be taught, and must be taught in an abstract form. No one ever will be at home in a foreign or classical language unless he thoroughly understands its grammatical construction and inflexions. But is there any reason why the difficulties and complexities of a language should be intensified ten hundred fold by the use of abstruse terms to indicate simple things? The difficulties in the very outset of the acquisition of a language were increased in old times by the compulsory use of a foreign language. It was the custom, and still is

Subjects and methods of instruction.

in some English schools, to make the scholars learn the rules of Latin and Greek grammar in Latin. That relic of mediævalism has passed away, but it has given place to the abstract and complex terminology of modern English grammars, and it may be questioned whether the one form of barbarism is better than the other. As we must have grammar, let us be taught one good grammar only—Latin grammar, which is the key to most—and let it be simplified to the utmost. Let us have as few varieties, as few systems, and as few abstract terms as possible; and unless something better be produced by analysis of sentences than is produced at present, it would be almost as well that it should be given up altogether.

History and geography.

History and geography were well taught in some schools. In both subjects we got a few good papers in several of the schools examined, but the average was only moderately good. In more than one school we found that history was taught by means of catechisms containing questions, the answers to which were repeated by the scholars parrot-like, and without apparently realizing the events narrated and their causes and consequences upon the periods embraced by their answers. The bearing of circumstances did not appear to be considered of importance by many of the teachers. The facts contained in two pages of the text-book which formed the lesson of the day were generally dwelt on, and no attention was given to any general deductions which might be drawn from them. Neither were history and geography made to play into each other as they should be in any intelligent instruction in either subject. History was learned by two pages per diem, or by historical catechisms, and geography was taught in the same manner by certain maps at a time in connexion with a text-book. In only one school did we find, the boys and girls using their maps along with their history lessons, and when questions in geography were asked, suggested by the passage that was being read, the answers given were more rarely intelligent than the reverse. In schools which follow the text-book system, geography becomes troublesome and useless to the scholars, and a lifeless exercise to the teachers. The former learn by heart a string of names out of their geography book which are supposed to represent towns, mountains, and rivers in Africa or South America, and they come down to school with those names learned overnight in their heads and say them in the morning with no idea that they represent anything but words hard to remember and difficult to pronounce. The latter hear them say these names, keeping their finger on the place in the text-book, and often apparently with as little interest in what they are teaching as the scholars in what they are saying. The same thing was apparent in the elementary schools. Geography, which might be made a most attractive subject, is too often the reverse, and the reason is found in the uninteresting nature of the text-books.

Physical geography.

Physical geography is taught but in a very elementary and not very attractive way. The scholars are carried away by their text-books to some inland sea in the middle of Asia, or to some unusual formation in central Africa, and they learn the names of these things with a boyish interest, and a view to gain places in the class by a knowledge of them. But they are rarely

taught the physical nature of their own country, neither are they led to see the bearing of the physical conditions of a country upon its history, or upon its people. Where this sort of instruction is attempted, it has not hitherto been successful. The boys are said to take no interest in it. In three or four schools we gave as a subject for an English essay, 'The effects of the physical features of a country upon the character and pursuits of a nation,' with a view to ascertain how far the scholars had gained any insight into this question through their lessons in physical geography, and, at the same time, to test their powers of English composition. Upwards of fifty of the most advanced boys in these schools answered this question, but only two of the essays showed any knowledge on the subject or interest in it. We have given a specimen of the manner in which a boy who had been five years at the Aberdeen New Grammar School treated the subject in our report upon that school. This essay was unusually bad, but with the exception of the two mentioned above, we got no papers from any of the schools which indicated an acquaintance with the sort of ideas that the subject should have suggested to a boy who understood what physical geography implied.

Subjects and methods of instruction.

Instruction in English literature is given through the medium of such books as Spalding's, Collier's, or Armstrong's *Literature*, learned at the rate of two or three pages a day. These books are compiled in the form of histories of English literature from the Anglo-Saxon period down to the present century, giving the names and dates of the different authors, some details of their lives where such are available, some quotations from the authors, and short epigrammatic criticisms upon them. In the Edinburgh High School, where English education is more systematically given than in any other school in Scotland, Spalding's *Literature* is used. This subject is begun in the fourth class, and in this class the later period of English literature, from the beginning of the eighteenth century, is read; in the fifth class the literature of the Reformation is given down to where the fourth class began; in the sixth class, literature is taught from the Anglo-Saxon period to where the fifth class began. In each class some of the authors of the period are used as text-books, and the teacher comments upon them. In our report upon this school we have stated our opinion of this department so far as we could judge of it. It was still in its infancy when we saw it, but the teacher had great hopes that he could make something of it. If it is possible to make education in the history of English literature of any value by systematic teaching, these hopes may be realized. But it is very questionable whether any educational good can be gained by teaching English literature out of a text-book. The scholars may remember the names of a number of authors, and they may pick up some fixed and stock criticisms from their text-books; but such knowledge can be of little service either as an acquisition or as mental training. It can conduce neither to intelligent appreciation of English literature, nor to intelligent criticism. It can be nothing but crammed knowledge, to be forgotten as rapidly as it is learned. An acquaintance with the names of some half-dozen Latin

English literature.

Subjects and methods of instruction.

and Greek authors, with the number of the plays of Æschylus or Sophocles; a few pat criticisms on Herodotus or Livy, together with a knowledge of the number of books in the *Iliad* and *Odyssey*, would go a very little way towards classical culture. Yet such is the standard instruction in English literature. It would appear more reasonable that the hours devoted to the torture of Milton's sentences, and those devoted to learning English literature from a text-book at two pages per diem, should be spent in exercising the mind on something that really called out its powers.

Estimate of quality of instruction in England.

Such are the general opinions which we were led to form by what we saw of the work done in the English departments. The estimate of the different departments in the various schools is as follows. We considered 15 per cent. to be good, 43 per cent. fair, 33 per cent. indifferent, and 9 per cent. bad.

Modern language departments.

The only modern languages which are studied to any extent in Scotland are French and German. Italian is taught in one Burgh school—Tain—but there was only one pupil in the class, a girl of sixteen, and she had only just begun the grammar. At Dollar there was a class of six in Italian, but, except in these two cases, there appeared to be no demand for this language. German is not taught in any but the more important schools, and no very great progress was made in it. But in French there are 3188 scholars in the different schools which we examined, and there appeared to be a large and increasing demand for French throughout the whole country, except (as we have previously shown) in the counties of Aberdeen, Banff, and Moray. The teaching of both French and German we found to be very different in different schools. According to our estimate, 10 per cent. of the departments examined were good, 27 per cent. were fair, 41 per cent. indifferent, and 22 bad. In the smaller schools modern languages were, for the most part, taught by overworked teachers, who had the burden of all the subjects taught in the school upon them. In these the teaching was generally elementary, never above fair, and seldom above indifferent. In the larger and more important schools the systems differed. In twenty of these we found the languages taught by foreigners—in some cases both French and German by the same teacher, in others French by a Frenchman, and German by a German. Four of these departments we considered good, and four also we considered bad. About the same number of departments were taught by the classical teachers, or by Scotchmen who had some education abroad. Of these we considered one to be good.

Estimate of quality of instruction in modern languages.

Modern languages as taught by foreigners.

In the first class, those namely that are taught by foreigners, there was much greater disparity than in the second class. In four, as we have said, the teaching was good, in one of them it was almost very good. In this class, in addition to the regular school-work, a great deal was done by the pupils at home. They are regularly drilled in grammar and dictation in school, and made to translate both from French into English and English into French; and out of school they have, besides the preparation of their school lessons, a good deal both of poetry and prose to learn by

heart—an excellent exercise—and regular translations from English classics to render into idiomatic French. The highest class in one session had translated fifty pages of Macaulay's *History of England* into French, and were prepared with upwards of 800 lines of Molière, which they had committed to memory. In this class the order and discipline were as good as they are in the best ordered classical or English classes, and the teacher's knowledge of English was sufficiently perfect to prevent the possibility of any misconception of his meaning. This, however, was exceptional. It is very rare to find a foreigner in this country who can maintain discipline, and enforce the attention of his pupils, and understand them thoroughly. It is still rarer to find one who has a complete command of English; and it not unfrequently happens that men from France or Germany are employed as teachers who have no previous training as teachers, and not very much general education, and it would be well that no foreigner should be employed in any school who is not provided with some recognised certificate of competency. Where an uneducated man is appointed there can be no systematic instruction. A man of this stamp dislikes the drudgery of teaching the ordinary elements in the ordinary way, and is apt to branch off into schemes of his own. He takes to teaching French conversationally, which generally results in little but inaccuracy; or he teaches on the Hamiltonian method, which is fatal to anything like a thorough knowledge of the language; or he despises teaching, and takes to lecturing. This peculiarity is very dangerous, but it appears to be attractive. Where the teaching of modern languages aspires to something higher than a mere hearing and saying of lessons, it is apt to waste itself in vague attempts to teach the principles of the language. When, instead of drilling boys and girls in the routine work of elementary teaching, a master spends most of his time in attempting to expound the distinctions of grammar, and the force and meaning of the terms 'declension, tense, mood,' and so on, it is not unlikely to result in a misdirection of aim and energy. And when to that he adds an imperfect knowledge of English, he is certain to involve himself, and the subject, and the pupils in great obscurity. On the other hand, when the classical or English teacher gives lessons in French or German, he very seldom can carry his pupils beyond the merest elements. Few Scotch or Englishmen, who, from the nature of their professions have been obliged to live in this country, have any great command of either French or German, or the same familiarity with them that they have with their own language, or even with the classical languages, and hardly one has a correct pronunciation. Exactly the same difficulty is experienced in French schools. Few of the teachers there are able to teach English with any precision or accuracy,[1] and very few scholars become accom-

Subjects and methods of instruction.

Difficulties to be encountered by foreigners in this country.

Modern languages as taught by Scotchmen.

Their difficulties.

Same thing is experienced abroad.

[1] 'Nous ne devons pas, Monsieur le recteur, craindre d'avouer que l'étude des langues vivantes n'a jusqu'à present produit que des résultats insuffisans; nos élèves, à bien peu d'exceptions près, ne savent ni parler, ni écrire l'allemand ou l'anglais. Les plus habiles font un thème ou une version; ils ne sauraient faire une lettre, encore moins suivre une conversation. . . .'—Circular of M. Duruy, Minister of Public Instruction in France, 29th September 1863, quoted in *Report of Public Schools Commission.*

Subjects and methods of instruction.

plished English scholars. In the departments in the schools visited which were taught by the classical or other teachers, we frequently found a good knowledge of French grammar—in one or two we found some progress made in translation and composition, but in all the accent was very indifferent, and not unfrequently there was want of confidence both in teachers and scholars. As we have said in a previous chapter, with only one, or at most two exceptions, the girls passed very much better examinations in languages than the boys.

Mathematical department.

In pure mathematics we found altogether 1975 scholars, but if we include arithmetic under the head of the mathematical department the numbers are increased by 11,323. In these subjects we found less diversity than in modern languages. Our estimate of the teaching in the mathematical and arithmetical departments shows that 29 per cent. of them are good, 27 per cent. fair, 33 per cent. indifferent, and 11 per cent. bad. This is a good deal better than the modern language departments, of which we considered only 10 per cent. to be good, and 22 per cent. to be bad. In some of the schools the teaching was remarkably good. The best were Dumfries, Ayr, and Perth Academies, the Madras College, St. Andrews, the Dundee High School, and Dollar Institution. In most of these the standard attained in mathematics is high, probably quite as high as it is in the junior mathematical classes at the universities. In two or three of these great pains are taken in teaching the theory of the subject, and the explanations given in our presence were in the highest degree interesting. In some of these schools the French system of teaching mathematics and arithmetic, or something like it, was adopted, and apparently with great success. In many of the other schools the teaching was in the old groove—Euclid learned off the book, and said according to the letters in the figures given in the books; arithmetic learned by rule of thumb, without any explanation of the principles or application of them. The smaller schools chiefly represent this class of teaching, and they go far to swell the list of indifferent departments.

Estimate of quality of instruction in mathematics and arithmetic.

Science.

Science has not got a great hold upon the schools, but there are indications of its probable increase. As an instance of this, allusion may be made to the growing popularity of the science department at Dollar Institution to the prejudice of the classical, and to the success which has attended the engineering pupils at that school since 1862.[1] In like manner it appears that the lectures on science at the Edinburgh High School are well attended, and in the opinion of the rector are likely to be productive of much good. So also at the Edinburgh Institution, and at the Madras College, St. Andrews, the science classes are in good repute, and appear to be attended with interest by the pupils who go to them. As it is, however, there are but 545 scholars in physics, 165 in natural history, and 184 in chemistry, or about 5 per cent. of the whole pupils. There are 11,333 scholars attending *writing* classes, or 74 per cent. On this subject we have not much to say, except that it appeared to us that a very considerable number of boys and

Indications of increasing popularity of science departments.

Instance.

Writing.

[1] Report on Dollar Institution.

girls of sixteen years of age and above were spending five or six hours per week on writing, which might have been more profitably spent on some higher work. Five hours a week for forty-four weeks represent 220 hours in the year, and that time honestly devoted to languages or to science, or even to drawing, would tend to quite as high a standard of education in a boy or girl of sixteen years of age as the same length of time devoted to handwriting. Opinions, however, on this subject differed. Some very good men with whom we conversed upon the subject considered that good handwriting was so important in commercial life that parents very much preferred that their sons and daughters should write well than that they should be proficient in any other branch of education. Subjects and methods of instruction.

In *Book-keeping* there are 974 scholars returned, or rather more than 6 per cent. of the whole number of scholars. This is nearly 1 per cent. more than there are in all the sciences put together, and almost exactly the same as the total numbers returned in Greek. This feature in Scottish education is worth remarking, as indicating the extent to which the utilitarian idea of education is carried out. It is more generally found in Private than in Public schools. In the former, 15 per cent. of the whole scholars on the roll are returned in book-keeping. In most Public schools the fee charged for this subject is generally 7s. 6d. a quarter, or £1, 10s. per annum, which is quite as high as the ordinary fee for Latin and Greek or modern languages. It is paid, however, ungrudgingly by the parents, yet the result, so far as we could judge of it, is hardly adequate. We only got four scholars, in all the schools we examined, to do a very simple paper in book-keeping for us, and they did not make much of it. Generally speaking, the teachers considered the classes too elementary to do papers in this subject, but, from what we saw of their oral teaching, it appeared to be a matter of great doubt whether or not it is desirable to teach book-keeping in schools. The systems differ in almost all schools, and very little practical good seems to come of it in any. The scholars like it because it is a change from arithmetic, and is, generally speaking, easier work ; but merchants tell us that most offices have their own system of book-keeping ; that young men entering their offices have to begin book-keeping on their system as soon as they are fit to keep the books ; and practically that any teaching of the theory of the subject which they may have learned at school is of no great value. If this be so, it would seem that 7s. 6d. a quarter might be better spent on some subject of more general educational value. It is just possible, however, that even such lessons as are given on the subject in school may be of some service to those who are going to become shopkeepers on leaving school. Book-keeping.

In *Drawing* we find 2063 scholars, and in *Music* 1227. The popularity of the former subject, we were informed, was increasing, and in several schools, those in Ayr, Stirling, Cupar, and Dundee, in particular, great facilities were afforded for thorough instruction in the subject. Complaints, however, were made to us, not unfrequently, that the interest taken in the subject by parents, and by the public was lukewarm. In particular, our attention was directed Drawing and music.

Subjects and methods of instruction.

to the fact that the Government aid to the science and art department at the High School of Dundee had been so much diminished as to threaten its existence. Reference is made to this in the special report upon Dundee High School.[1] Music, except of the most elementary kind, had not attained the popularity of the sister art; but in some schools, more particularly in the Inverness Academy, the theory of the subject was well taught, and great proficiency was attained by some of the pupils in the art. In *Mensuration* there are 91 scholars, and in *Phonography* there are 36. This subject has been introduced at the High School of Dundee. The department was founded and endowed a few years ago by a Mr. Caird, who gave £100 for the 'encouragement of phonographic classes.' The master teaches 'Pitman's Phonetic Shorthand,' and uses as text-books Pitman's *Phonographic Teacher*, *Manual of Phonography*, and *Reporter's Companion*, *The Cabinet and Shorthand Magazine* are employed as reading books for pupils who are sufficiently advanced to require them. We cannot profess to say what measure of success has attended this novel experiment.

Phonography.

§ 2. Such are the subjects taught in the various schools, the numbers learning them, and the opinions that we have formed concerning the instruction given in them.

Does this constitute an adequate and sound education for those who attend the schools?

In accordance with our instructions,[2] we have now to consider whether the education thus given is adequate and sound for those who attend the schools. It is difficult to find any standard by which we can compare this education with any other, or any fair test of what such an education should be. In the 'Notes of Particulars of Inquiry,' which we were directed to distribute among the teachers, the question bearing upon this subject is in these words:—

Difficult to find any standard.

'Is the Burgh school sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations of the Universities, and for the Civil, Military, and East Indian Services?' This question is better adapted for the standard of education in English than in Scottish Public schools. In the latter, comparatively few of the scholars—about 6 per cent. altogether—remain after they are sixteen years of age, whereas in the former the majority remain till they are eighteen and nineteen. The Competitive Examinations at the English Universities, and for the three services mentioned, are intended, almost without exception, for young men above sixteen years of age. No one can compete for the appointments in the Indian Civil Service until he is seventeen, and, though no subjects are obligatory, a man is expected to pass a good examination in all the ordinary branches of a liberal education. English, classics, mathematics, and French, are the subjects in which the successful candidates generally gain most marks. Last year (1866) 82 per cent. of the whole amount of

Standard in 'Notes of Particulars of Inquiry' more applicable to English than to Scottish Public Schools.

Indian Civil Service Competitions.

[1] *Cf.* Report of Dundee High School.

[2] The eleventh article of our instructions is in these terms:—'It will be your 'duty to ascertain whether the Burgh schools supply an adequate and sound 'education to those who attend them, and whether there are any means of 'improving them,' etc.

marks obtained were due to these subjects. But the standard reached in them is very high. Under the head of English is included the history of England and the Constitution, and also the literature and language. The examination in classics and mathematics takes a wider range,—wide enough to do justice to a good Cambridge wrangler or an Oxford first classman; and in French it is also high, but in a lower scale than either of the other subjects. It is clear, therefore, that such a test as this is inapplicable to the Scottish schools, though appointments have been gained, from at least one of the schools, without supplementary aid. But it is unfair that the great majority of them, where a boy's education is completed at sixteen years of age, should be tested by the same standard as that by which the best men at the English universities are tested. Subjects and methods of instruction.

The Competitive Examinations for the Military Service, in like manner, are hardly fair tests for the bulk of the Scottish schools. Candidates present themselves for three grades of examination in that service,—for admission into the Military Academy at Woolwich, for admission into the Military College at Sandhurst, and for direct commissions in the Cavalry, Guards, and Line. The minimum age at which candidates are allowed to compete for the third grade of examination is eighteen, and that at once limits the test to the two first grades. From the schemes of examination for these two competitions it is obvious that the instruction requires to be very special to secure success in them, and it is very doubtful if the general course of school instruction, either in this country or in England, is well adapted to meet the requirements of these examinations without any supplementary and special training. In the list of honours, however, which we have obtained from most of the important schools visited, it appears that five at least claim to have sent successful candidates to these competitions. These five schools, however, are exceptional, and the majority do not profess to aim at preparation for these examinations. Military Service Competitions.

Clerkships in the Home Civil Service may be roughly divided into two classes. Home Civil Service Competitions.

(*a*) for which the subjects of examination are handwriting and orthography, arithmetic, including vulgar and decimal fractions, English composition, geography, English history.

(*b*) for which the examination includes the following subjects in addition to those above stated:—One (sometimes two) foreign languages, an option being generally given, Euclid or algebra. In examinations which are not competitive, the examination in language is almost invariably restricted to translation from the language. In competitions, marks are allowed for translation into the language, and, in case of a modern language, for speaking. The standard adopted in marking is such that the candidates, to be successful, must get very nearly half marks for the primary subjects, such as arithmetic, spelling, handwriting, and English composition, while a little more than a third of the maximum in the secondary subjects may be sufficient.

These appointments, however, with very few exceptions, are open

Subjects and methods of instruction.

only to candidates who are seventeen years of age and upwards. In the various civil departments specified in the Report of the Civil Service Commissioners for 1866, it appears that only about 6 per cent. are open to lads under sixteen years of age. For the examinations for admission to these departments the Scottish schools do supply an adequate education, and candidates gain appointments from them without supplementary aid, but the standard for success in the competitions for the higher departments is too advanced for the great majority of the boys attending the schools in Scotland.

Scottish University Competitions.

When, however, we come to the Competitive Examinations at the Scottish Universities we find that the schools will stand the test. There are bursaries at the Universities of Aberdeen and St. Andrews open to competition, and a few at Edinburgh and Glasgow, and scholars from many of the schools compete successfully for them. In these examinations there is generally no prescribed minimum of age, the standard is of course adjusted to meet the quality of instruction in the schools, and in many of the schools, more particularly in the North, the object of the instruction given is to prepare for success in these examinations. If, then, this be taken as a test of sound and adequate instruction, many of the schools do meet it.

Preparation for the Scottish Universities is the standard at which the schools aim.

Practically, preparation for the Scottish Universities is the standard at which the schools aim. The average school course is one of six or seven years, and scholars attend from nine or ten to fifteen or sixteen years of age (though many are younger than this, and a few are older), and after that they proceed to the Scottish Universities or go into commercial or other pursuits. At the universities they remain till they are nineteen or twenty,[1] and then go on to the English Universities, or into the Home and Indian Civil services, or into their various professions in this country. It would be fair enough to apply the tests above mentioned to students who have passed through a Scottish University course, and doubtless many would be able to meet them successfully; but they are unfair tests to apply to the schools, as they presuppose that boys of sixteen are as far advanced in Scotland as young men of nineteen in England.

Tests above mentioned are applicable to University students of nineteen and twenty years of age rather than to schoolboys of fifteen and sixteen.

The education given in the schools is capable of improvement.

As we have shown in this chapter, the education given in the schools in every branch is not altogether of that character which would seem to be most valuable, and there is very great diversity in the quality of instruction in different schools and in different departments. There is considerable room for improvement in the selection of subjects, in the manner of communicating them, and in other respects, which we shall discuss in the next chapter. But, considering the class of scholars who attend the schools, the short time which they are able to give to their education, and the difficulties which the teachers have to meet in the prosecution of their profession, it would appear to us that the education generally given throughout the country is sound, *so far as it goes*, for the class of scholars which receives it, and adequate as a preparation for the Scottish Universities. The stamp is not high in the great

But, taking everything into consideration, it is adequate and sound, *so far as it goes.*

[1] *Cf.* Chapter ix., p. 157.

majority of the schools. In every school there is a large proportion of boys who learn very little, and some who learn nothing. But that probably is the case in every country, and is difficult to overcome in any. What we have now to consider is the simplest and most efficient means of counteracting this difficulty and of improving the quality of instruction in those schools which come under our own immediate cognisance, and these points we shall consider in the following chapter.

Subjects and methods of instruction. — The stamp is not high, and there is a large proportion of scholars who do not learn much.

§ 3. The conclusions then that we come to in this chapter are mainly these:—

Results.

1. Education is looked on as a means to an immediate end, and what parents consider is the subjects which they think will pay most quickly in after life. If classics pay, they will teach their sons classics; if handwriting pays, they will teach them penmanship.

2. Dividing the schools into those which profess to give a definitely higher education than the Elementary schools, and those which combine primary and secondary education, classics are well taught in the first class, and are popular. In the second class their popularity is waning. English is not thoroughly well taught in the general run of schools: too many branches are given, and all of them are not valuable. There is a great difference in the modern language departments. Some are good, and a considerable proportion are indifferent and bad. In those which are exclusively taught by the classical teachers, the instruction is for the most part elementary. In mathematics the teaching is better than it is in modern languages, and more useful than it is in English.

3. The estimates which we have formed may be gathered from the following table, and can best be shown in figures:—

CENTESIMAL PROPORTION of the estimate formed of the Work done in the several Departments.

DEPARTMENTS.	Good.	Fair.	Indifferent.	Bad.
Classical, ...	29·	25·	31·	15·
English, ...	15·	43·	33·	9·
Modern Languages, . .	10·	27·	41·	22·
Mathematics and Arithmetic, .	29·	27·	33·	11·

Subjects and methods of instruction.

4. The education given in most of the schools is sound, *so far as it goes*, and is adequate as a preparation for the Scottish Universities. But in the majority of schools the stamp is not high, and most of them are capable of great improvement, both in the selection of the subjects of instruction, and in the methods of communicating them.

CHAPTER VIII.

EXAMINATIONS AND SCHOOL COURSE.

Complimentary Examinations—Local Examination Scheme—Appointment of Examiners—Opinions of Teachers and others upon this Subject—Two Examiners sufficient—Suggested School Course—District Schools Supplementary to Elementary Schools—Hospital and other Funds mortified for Educational purposes—Results.

SINCE, then, it has been shown that the education in the Burgh and Middle-class schools is not altogether of that high character or utility to which middle-class education should attain, the question that we have to consider in this chapter is, How can it be improved? Two methods suggest themselves: one a simple and practical method, which can be introduced without any derangement of the present system; the other wider and more revolutionary in its character, and affecting both the schools and the methods of instruction pursued in them. By suggesting it, perhaps a smaller measure of reform might be effected, which we shall discuss in its place.

Two methods for improving the education given in the schools.

§ 1. The simple method to which we would call attention is the appointment of examiners for the schools. Inspection in the Elementary schools has been proved to be of the utmost value in the diffusion of primary instruction. It stimulates both teachers and scholars. It is welcomed by efficient teachers, and it acts as a spur upon those who are indolent or careless. It is of great advantage to scholars, as affording the excitement of competition and the necessity of bringing their knowledge to a point, instead of letting it lie vaguely in their minds. It is important for the public, as by it they have a guarantee that the schools are doing good work, and that their children are not neglected. If inspection is of so much value in elementary schools, is there any reason why it should not be of equal value in secondary schools, or in schools which combine primary and secondary instruction? It may be said that public opinion is a sufficient check upon such schools to keep them from inactivity, and no more direct supervision is necessary. We did not find that such is the case. We certainly found no such flagrant instances of inefficiency in the secondary as in the elementary schools. But there was hardly a single school in which all the departments were doing satisfactory work. Every school, from the highest to the lowest, would have been much improved in some respects, by an annual searching examination by independent examiners paid officially for their work, and responsible to the public. Most schools are examined nominally each year. But the

1. Appointment of examiners.

Importance of inspection in the elementary schools.

If inspection is important in Elementary schools, why not in higher class of schools?

Examinations and school course.

examiners are appointed by the head master or by the directors. They may be remunerated, or they may not be remunerated. In the former case the examiners are not improbably personal friends of the head master, and they are paid out of the funds of the school examined. They cannot, therefore, be independent, and avowedly rarely are independent and impartial. They are invited to bless the school, and it seldom happens that they stay to curse it. In the latter case the visit is purely complimentary, and has not so much to recommend it as the Presbyterial examinations in the Parochial schools.

Complimentary examinations are not of much real value.

If the examination is to be efficient and of any service to the schools, it must be conducted by men unconnected with the school and the teachers, impartial in their work, and responsible to the public. Such an examination should be, to adopt Professor Geddes' words, 'a recognised, and, as it were, statutory occurrence, and not 'a fitful intervention, which has a tendency to produce suspicion 'and mistrust.'[1]

If examinations are desirable, of what nature should they be, and how are the examiners to be appointed?

If, then, it be accepted as a truth that annual examinations are desirable, the question arises, What is to be the nature of these examinations, and how are the examiners to be appointed? The only substitute for such general examinations at present subsisting is the Local Examination Scheme instituted by the Universities of Edinburgh and St. Andrews, after the example of the local examinations established by Oxford and Cambridge. These examinations were commenced in Scotland by the University of Edinburgh in 1865, and have been carried out for three successive years.[2]

Local examination scheme discussed.

Scheme in connexion with the University of Edinburgh.

The first examination (1865) in connexion with the Edinburgh University Scheme was held at two centres, Edinburgh and Inverness. Local committees were formed also in Greenock and Stirling, but as they failed to produce the requisite number of candidates, the examinations were not held there. In the second year, a third centre, Newton-Stewart, was added. The general result of these examinations may thus be summed up:[3] Twenty-four schools altogether have sent up candidates during the three years, and at the three centres. Two of these only are Burgh schools, and one of the two sent up two candidates, and withdrew them before the examination; and only four of them, viz.,—High School at Stirling, Burgh School at Musselburgh, Royal Academy at Inverness, and the Ewart Institute at Newton-Stewart, can be considered as Public Middle-class schools. The others are Private schools, Hospitals, Free Church schools, and one Parochial school. The total number of candidates who have been examined will be seen by the following table:—

---

[1] Answers by Professor Geddes, App. p. 199.

[2] We are indebted to Mr. W. Scott Dalgleish, the first secretary to the Edinburgh Examination Scheme, for this information. A statement on this subject, with statistical tables prepared by him, will be found in the Appendix. Mr. Macdonald, the present secretary, gave us the statistics regarding the examination for 1867. To Mr. Troup we are indebted for the information regarding the St. Andrews University Scheme.

[3] Reference is made to Mr. Dalgleish's statement for details.

TABLE OF CANDIDATES examined at the EDINBURGH UNIVERSITY LOCAL EXAMINATIONS, for the years 1865, 1866, and 1867.

Examinations and school course.

		1865.	1866.	1867.
TOTAL,	Examined,	58	72	89
	Passed,	46	59	81
	Failed,	12	13	8
EDINBURGH,	Examined,	29	27	44
	Passed,	23	25	41
	Failed,	6	2	3
INVERNESS,	Examined,	29	27	16
	Passed,	23	21	14
	Failed,	6	6	2
NEWTON-STEWART,	Examined,	...	18	29
	Passed,	...	13	26
	Failed,	...	5	3

Scheme in connexion with the University of St. Andrews.

Examinations have been held in connexion with the St. Andrews University Scheme for two years only. 'Owing to the small number of pupils who offered to come forward for examination in '1867,' it appears from a letter from the secretary of the scheme addressed to us, 'the University Local Examinations were not 'held.' The scheme, therefore, in St. Andrews may be said to have been still-born. In the years 1865-1866, nine schools only sent forward candidates. Not one of them is, strictly speaking, a Burgh school; and only three, viz., the Arbroath High School, the Dundee High School, and the Madras College, St. Andrews, can be considered as Public Middle-class schools, the others are Private or Parochial schools. The total number of candidates examined amounts to 25 in the year 1865, of whom 24 passed; and 23 in the year 1866, of whom 21 passed. These are very poor results to have been brought about by two universities in three years. Seven Public Middle-class schools in Scotland, of which only two were Burgh schools, have sent up candidates, and the number of candidates proportionally to the numbers in the schools is so very small, that in no sense of the word can these University schemes be said to examine the schools. Dundee High School numbers 802 scholars; in 1865 that school sent up 13 candidates, and in 1866 it sent up none. The Madras College, St. Andrews, numbers 863 scholars. In 1865, that school sent up 3 candidates, and in 1866 it sent up 9. The seven Public schools taken together number 2741 scholars. In the three years only 106 candidates, or 35 each year, have passed the examination from these seven schools. In other words, 1 per cent. of the scholars attending these seven schools have been examined each year, and have passed the examinations, and that is all that the Local Examination Scheme has done towards examining the Public schools throughout the whole of Scotland. This method of examination, therefore, it may be said, has proved a failure. We are not called upon here to consider the causes that have led to this result. The facts are enough to show that this, which is the only method of general examination at present subsist-

Results of both schemes since their commencement.

The method of examination has proved a failure.

Examinations and school course.

ing in Scotland, does not meet the requirements of the case, and by it no satisfactory examination of the Middle-class schools has been, or is likely to be, produced. We have therefore to consider if any other method can be suggested.

Can any other method be suggested?

In the notes of 'Particulars of Inquiry' which we were instructed to distribute among the teachers in the different schools, the question bearing upon this subject is in these words:—'Would 'it in your opinion be an advantage or otherwise if the Burgh 'schools were examined annually, and reported on by independent 'examiners?'[1] To this question we have received 105 answers from teachers in all the important schools in Scotland. Of these answers, 84 or 80 per cent. are in the affirmative, 11 are in the negative, and 10 are doubtful. That is to say, 80 per cent. of the best teachers in the Public Middle-class schools consider that it would be of advantage to their schools if they were examined annually, and reported on by independent examiners. Nothing can be more satisfactory than this result, and there is no feature connected with the inquiry which reflects greater credit upon the teachers throughout Scotland than this desire which they have expressed to exhibit the true condition of their schools, and to secure the benefit of independent examination. It is of a piece with the perfect courtesy with which they received us when we visited the schools, and with the liberal manner in which they gave us every assistance in arriving at an estimate of the work done in the schools. It will be remarked that there is no mention of any recompense or return in exchange for the liberty of examination. They say simply and definitely it will be of advantage to the schools if they be examined; therefore we desire that they should be examined.

Eighty per cent. of the best teachers in the Middle-class schools consider that it would be of advantage to their schools if they were examined annually, and reported upon by independent examiners.

The opinions in the Appendix are to the same effect.

In the answers to questions on the Burgh and Middle-class schools, furnished to us by gentlemen of experience in educational matters, and published in the Appendix, it will be seen that twelve out of fifteen answer this question in the affirmative. Professor Shairp and Dr. Hannah express no opinion upon the subject, and Dr. Donaldson thinks 'that it would be of great advantage to have 'the schools annually examined;' but he does not see 'that any 'good would come from the examiners always publishing their 'reports.' This is the only qualification given in these answers. On the other hand, Professor Sellar is decidedly of opinion that the reports should be published and made known. He says,[2]—

'It would be of the very greatest advantage that the Burgh schools should be 'examined once or twice a year by highly qualified, independent, and responsible 'examiners. Without such examination their efficiency cannot be ascertained. 'The public have no means of judging between a good and bad school. The 'masters have no motive to exert themselves, except their sense of duty and love 'of their work. They have no means of judging how far they are teaching on a 'right system. They would gain not only an additional stimulus to exertion, 'but additional experience of their work, if the result of their teaching was from 'time to time submitted to the judgment of highly qualified men, who were in a 'position to say exactly what they thought of it.'

[1] Notes of 'Particulars of Inquiry.'—Qu. 45.
[2] Answers by Professor Sellar, App. p. 219.

Mr. Ochter Lonie, in reply to the question, says,[1]— Examinations and school course.

'Undoubtedly an advantage. As already stated, I consider it very desirable 'that our Middle-class education should be guided by the best qualified exa- 'miners. The universities can and ought to furnish them, and their examinations 'will form the best guide to direct the teachers of Middle-class schools in future 'modifications of tuition.'

Professor Campbell says,[2]—

'Annual examinations by independent examiners, the results of which should 'be published annually, would be most useful to Burgh schools. No regimen 'is more needed or would do more good than this.'

We need not quote any more of these opinions, as they can be found in the Appendix. The general result is, that these gentlemen almost unanimously agree with the teachers in advocating the desirability of the appointment of independent examiners to examine the schools annually, and to report publicly the result of their examinations. If then a system of examination will be introduced, in concurrence with this almost unanimous wish for it, two questions arise—(1.) How are the examiners to be appointed? and (2.) What should be the nature of the examination? The first question is included under the notes of 'Particulars of In- 'quiry,'[3] and we have got answers to it from seventy teachers. The question is in these words:—'If such examiners are desirable, 'how should they be appointed?' There appears to be considerable difference of opinion upon this head. Eighteen of the teachers who have been good enough to answer the question, consider that the examiners should be appointed by the universities. Eighteen consider that they should be appointed by Government or by a Central Board of Education, if such a board be instituted; fifteen would prefer the nomination to remain in the hands of the directors or trustees; seven are doubtful, and twelve are in favour of 'practical men,' who should be neutral. In the answers given in the Appendix, we find a similar difference of opinion. Professor Blackie considers that they should be appointed by the universities, or some party as far as possible above the reach of local influence. Professor Campbell says,[2]— If a system of examination is to be introduced, how are the examiners to be appointed? Opinion of teachers on this subject. Professor Blackie. Professor Campbell.

'The Central Board of Education, if properly constituted, might be entrusted 'with the appointment of the examiners, who might hold their office either for 'life or for a term of years, changing annually the theatre of their operations. 'They should be men well versed in the peculiarities of Scotch education.'

Mr. Cunningham inclines to the Board of Education, or to the University Courts. Dr. Donaldson is in favour of the appointment being in the hands of the managing body of the school. Professor Geddes says,[4]— Mr. Cunningham. Professor Geddes.

'By the Board of Education, or, if one may hope to see the work of instruction 'put into the position it occupies in other lands, by the Minister of Education, 'to whom an annual report, with statistics tabulated, ought to be presented.'

Dr. Hodson says, by the head master, in the case of Public schools. Mr. Ochter Lonie suggests the Senates of the four Universities, and Mr. Ross prefers a Central Board, and adds, that 'the same exa- 'miners should visit many different Burgh schools, so as to be able Mr. Ross.

[1] Answers by Mr. Lonie, App. p. 210.
[2] Professor Campbell, p. 188.
[3] Question 45.
[4] Professor Geddes, p. 199.

Examinations and school course.

'to form a comparative estimate of the teaching in these different 'schools.' Professor Veitch is in favour of 'the Crown, or a Board 'of Education for Scotland;' and Professor Sellar says,[1]—

Professor Veitch.

Professor Sellar.

'No position, connected with the education of the country, could be more im- 'portant than those of the proposed examiners. In Scotland it is probably easier 'to find a man qualified to be a good teacher or lecturer than to be a good ex- 'aminer. The examiner should be a man of such attainments, that the best 'schoolmaster in the country should feel that he was his equal in knowledge and 'intelligence, and that he was a man of good judgment in questions of education. 'Considering the importance of the office, the appointment should certainly be in 'the hands of the Central Board of Education, who might be trusted to regard 'only the interests of the public in selecting a candidate for the office.'

Preponderance of opinion in favour of Crown or Board of Education.

It appears, then, that the preponderance of opinion is in favour of the appointment being vested either in the Crown, or in the Board of Education, if such be instituted. From our experience, we should be inclined to concur in this opinion. If the appointment be left to the head master or managing body in each school, there can be no general system of examination throughout the country; and it will be impossible to arrive at anything like an identical standard of comparison in the different schools. Neither would such an arrangement produce that confidence in the independence and impartiality of the examiners which is desirable. It would be a close examination instead of an open one; and if the nomination remained with either the head master or the managing body, there would be a risk of perpetuating some of the less satisfactory features of complimentary examining. The same remarks, but in a less prominent degree, apply to the appointment of examiners by the universities. If the four Universities were to appoint examiners for their respective districts, there would be no identity of examination throughout the country. The Aberdeen standard would differ from the Edinburgh standard, and both from the Glasgow standard, and therefore no comparison could be made of the different schools in the different districts. The appointment, again, by the four Universities would necessitate the employment of eight or ten examiners; and it would be very difficult, if not impossible, to find eight or ten competent men who were willing to give their whole time to such an object for the very moderate remuneration which such a subdivision of any funds granted for the purpose of examination would entail. But if the thing is to be done thoroughly and satisfactorily, it would require a man's full and constant attention. The annual examination of the Middle-class schools in Scotland is not a matter to be taken up at leisure moments and in the intervals of other pursuits. This, then, is an important objection to the appointment being placed in the four Universities. On the other hand, there are certain advantages to be gained by such a measure. The relation between the schools and universities might be fostered by it, and the teachers might have greater confidence in men elected by the universities than in those appointed by the Crown. It is of great importance that the relation between the schools and the universities should be drawn closer than it is at present; but there are other means of bringing this about, which we shall discuss hereafter. The confi-

Argument against appointment being left to head master or managing body.

Argument against appointment being left to Universities.

[1] Answer by Professor Sellar, App. p. 219.

dence of the teachers must be secured for their examiners, otherwise the duties of both teachers and examiners become unendurable. But there is no reason why the Crown or the Education Board for Scotland should not make as suitable appointments as the universities. The situation is one of such general importance, that it would be impossible that the advisers of the Crown or of the Board could be actuated by any motives in the appointment but the necessity of seeking out the best men for the place. The appointment of H. M. Inspectors for the Elementary schools has been unexceptionably pure and above suspicion; and these public servants have done their duty, and earned the confidence of the public. The appointment of examiners for the Middle-class schools would be of even greater importance, and arguing on the analogy of the appointment of H. M. Inspectors, it may safely be said that there would be no danger in leaving it to the Crown or the Education Board. And the advantages of such a plan are very great. By it independence and impartiality are secured. The examiner is a public servant, and not beholden to any school or head master, or board of management. By it identity of examination is secured throughout the country, and a uniform standard of comparison as to the merits of the different schools. Efficiency is also secured in the following manner:—Two examiners, one for languages, and one for mathematics and science, would be quite sufficient for the whole of Scotland. These men, however, must be prepared to give their whole time to their work, and must make it their profession. They must be thoroughly qualified for the performance of their duties, and must, both in classics and mathematics, be upon the same level, or above the level, of the best teachers in Scotland. If such men are to be secured, the country must be prepared to remunerate them adequately. If two only are appointed, this probably can be done; if eight or ten are to be appointed, it cannot be done. If then two examiners are to be appointed, one for languages, and one for mathematics and science, their appointment should rest with the Crown or the Board of Education, and by such an appointment efficiency, impartiality, and uniformity of examination are more likely to be secured than by any other means.

As to the nature of the examination, there should not be much difficulty. Certain principles might be laid down by the Board of Education, in accordance with which the examinations should be conducted. Questions will of course arise, such as whether or not there should be individual examination throughout the schools; whether there should be fixed mechanical standards of proficiency in classics, modern languages, mathematics, English, and other branches, corresponding to the age of the pupils, such as now are recognised as sound principles in the examinations of the primary schools. A scheme of standards similar to that in vogue in elementary subjects could very easily be drawn up to suit the higher branches. And there is a good deal to say in favour of such a proposition. In the conduct of all examinations it is most desirable that the teachers should know definitely what they ought to give, and that the examiners should know definitely what they ought to get. It is very easy to form an erroneous impression of

Examinations and school course.

Arguments for appointment being in the Crown or Education Board.

Advantages to be gained by this.

Two examiners, one for languages, and one for mathematics and science, would be sufficient.

They must be thoroughly qualified for the work, and must give their whole time to do it.

Must be adequately remunerated.

The nature of the examination.

Examinations and school course.

a school if the examiner has only a vague standard in his mind as to what proficiency he should expect. Innumerable matters operate insensibly upon him, and mould his opinion. He may be taken with the teacher's manner, or the appearance of the scholars, and so be led away in his estimate; or he may find some schemes or crotchets of his own worked out in the school, and may think too highly of it in consequence; or he may be induced by indolence, or want of time, or temporary ill-health, to trust to a hasty impression, which is as likely to be wrong as right. Or to take the other view, from the existence of opposite causes he may be led to undervalue the work of a praiseworthy teacher, and fall into the opposite extreme. In either case he trusts to his impression, and is imposed upon. When, on the other hand, the examiner sets before himself a clear and definite standard, to which each individual scholar should attain, he has facts and figures to mould his impression to a certainty, and he can speak with perfect confidence as to the relative value of the schools, and the relative knowledge of the scholars. If such a scheme as is here suggested, or rather hinted at, be considered too wooden and mechanical, a more general standard might be found rather lower than that existing in the competitive examinations for the Home Civil Service, or in the examinations for admission to the senior classes in the Latin and Greek classes in the Universities for the more advanced scholars, and in that existing in the best inspected schools for the younger scholars. These are all matters of detail capable of ready adjustment. In adjusting these, and other special matters, such as the time of examination, the preponderance of *viva voce* or paper work in examinations, and other points that admit of difference of opinion, care might be taken that the views of the teachers should be ascertained and considered. We are not called upon to enter on these questions here. We wish only to establish the two propositions:—(1.) That all the schools should be examined annually, and publicly reported on by competent men; and (2.) That the examiners should be appointed by the Crown, or by the Board of Education for Scotland, if such a board be called into existence. Such an arrangement as this could not fail to be of the greatest service to the schools, and would do as much to improve the quality of middle-class education in Scotland, as Government inspection has done to improve the elementary education in the schools connected with the Privy Council.

Views of teachers should be ascertained as to the nature of the examination.

Two propositions established:—(1.) That all the schools should be examined annually, and reported on publicly by competent men. (2.) That the examiners should be appointed by the Crown, or Board of Education for Scotland.

If endowments from the public funds on a graduated scale, corresponding with the success or want of success in the different schools, could be added to the examination, it would be of great importance. It is most desirable that the teachers throughout the whole country should be adequately remunerated. As we have shown in a previous chapter, their remuneration is most inadequate at present.

§ 2. The other suggestion which we would make for the improvement of the Middle-class schools is directed against the present methods of instruction pursued in the schools. Schemes of education are so frequently advanced at present, and ideas upon education are so constantly shifting, that we make these suggestions with

Suggested scheme of education.

great diffidence. But that the system pursued in the schools here is not altogether satisfactory has, we believe, been established, and we have now to seek for some modification in the system, so that a wider and more useful education may be given to the scholars who attend the schools. — Examination and school course.

In the Scottish schools we do not look for all the branches of a liberal education. A liberal education implies that the circumstances of the recipients do not compel them to discontinue their school studies at an early age, but enable them to carry out their education to a period when most men are beginning their professions. We have nothing to do with that here. In Scotland this higher education is acquired at the universities, and not at school. The scholars attending the Burgh and Middle-class schools in Scotland are, as an almost universal rule, compelled to work for their livelihood at a comparatively early age, and must make the most of their time between the ages of nine and sixteen or seventeen, so that they may go out into the world with some mental training and some cultivation, enabled by their training to make the most of the faculties which they have got, and by their cultivation to be raised above the lower strata of society. If society be divided into three classes—an upper, middle, and lower—by means of wealth or position, or whatever distinctive qualification may cause a line to be drawn between them, the minds and tastes of those classes should be distinguished equally. A lower, higher, and a highest cultivation should be attainable if education, which is the instrument by which that cultivation is to be reached, be made of sufficient importance. The education of the lower classes ends at twelve or thirteen years of age. If by that time the children attending the Elementary schools are able to read a newspaper without effort and with intelligence; to write a well-spelled letter with ease; and to perform such arithmetical operations as occur in the ordinary business of life, their education, or at least that of the vast majority of them, is complete, and a certain degree of intelligence, if not of cultivation, is attained; but from the middle classes we look for something higher. We look for the same intelligence from them at thirteen years of age as from the lower classes, but we also expect a certain degree of cultivation in return for the three or four additional years spent at school. Here, then, we have to consider how this training and cultivation can best be acquired. Systems of school organization, and methods of conveying instruction, must, of course, vary in different schools. The course applicable to the Edinburgh Burgh School would not be applicable to the Linlithgow Burgh School; and, as we have previously shown, the subjects of instruction in demand at Aberdeen are different from what they are at Dundee or Greenock. It is impossible, therefore, to attain to absolute uniformity, and it is probably very much better that it should be so, as excessive uniformity is apt to produce routine; and routine education, though it has some advantages, is very apt to become mechanical and monotonous. On the other hand, absolute want of uniformity produces license; and Scottish schools are more likely to fall into

What we look for in the Scottish schools.

Nature of a liberal education.

Attendance at Scottish schools too short for the acquisition of all the branches of a liberal education.

Character of education should correspond to classes of society.

We look for something more from the middle than from the lower class.

How is this to be attained.

Cannot attain to absolute uniformity.

Scottish schools liable to

Examinations and school course.

fall into the opposite extreme.

this extreme than the other. Though much the same subjects may be taught in different schools, they are taught at different periods of school age, and often on different methods. Latin in some schools is begun early, in others late. Writing is hardly taught at all in some schools, in others it is the principal subject of instruction; and boys and girls are kept in writing-classes till they are sixteen or seventeen years of age. English is the important branch in many schools, in others it is hardly taught at all, and boys leave school unable to read intelligibly their own language.

Course of study suggested.

It is with a view to harmonize these various systems that we would venture to suggest a course of study which, if followed out in most schools, might meet the requirements of middle-class education better than they are met at present, and might secure the two results—mental training and cultivation, which we consider should flow from a school course, intelligently followed, from nine to sixteen or seventeen years of age.

Course for four first years should include English, arithmetic, Latin, and French.

What is meant by English.

From nine to thirteen years of age the school curriculum should include four branches; viz., English, arithmetic, Latin, and French. By English we mean chiefly and principally careful and intelligent reading. This should be taught thoroughly. The scholar should be made to pronounce each word articulately and incisively in the first place, and in the second, to bring out the meaning of the passage, and in the third, to modulate the voice, and so bring out the expression intended to be conveyed. This should not come from imitation only. Imitation may be easily acquired, may serve the purposes of a show examination, and then is forgotten. The teacher should take the trouble to explain why the voice should rise or fall, and why the tones should vary in different passages. This was rarely or never attempted in our presence, except in the English department of the Arbroath High School, where the reading was unusually good. Several specimens of imitative reading came under our notice, but they were not altogether satisfactory. Recitation both of poetry and prose is also an excellent exercise, if well given. We did not see much of this throughout the schools. Occasionally we heard some poetry repeated, rarely or never prose. But good prose is as valuable for the formation of style, for purposes of elocution, and for an intelligent appreciation of the language as good poetry. Reading, recitation, and dictation are the three important branches of this subject, and they should be carefully taught in all schools, much more carefully than they are at present. Etymology of words, especially those derived from Latin and French, might also be given. Very young children can be led to take an interest in this if it is well taught, and if the ideas conveyed by the words traced through different languages be intelligently brought out. Up to thirteen years of age an English education might comprise these four branches and none other. English grammar and analysis are irksome to a young mind, and of no great value either for training or for cultivation. Children of thirteen are too young to exercise themselves upon essay writing or composition, and geography and history can be more usefully learned later. A good selection of books for reading is of the greatest importance. Some general idea of historical events may be gathered from the best of

the ordinary reading books. Such, to take an obvious instance, as the *Tales of a Grandfather*. From the graphic manner in which the leading events in Scottish history are recorded in these volumes, they interest a boy's imagination, and cling to his memory long after the dryer records of history are forgotten. Such books as these are much more valuable as educational instruments than the compendiums of useful information which are in too common use in most schools. History may be picked up in this manner by boys under thirteen, but thorough and systematic historical education should be conducted at an older age. Arithmetic must be commenced at an early age. Children of six, seven, and eight are quite able to learn the simple rules; children between nine and thirteen should be carried to the end of the ordinary arithmetic text-books, and go on to higher mathematical studies after thirteen years of age. But arithmetic must not be taught by rule of thumb. The theory of the elements of the subject is of much more lasting importance than the technical knowledge of the working of all the rules. The former is an education and it is never forgotten, but opens the mind to receive higher impressions, and trains it to accuracy and thoroughness. The latter is mechanical, remembered for a few years, but unless practised soon forgotten, and of almost no educational value whatever.

Examinations and school course.

Arithmetic.

The objects in teaching Latin at an early age are two:—(1.) That language contains the simplest and the most useful grammar, which is the basis of nearly all modern grammars; and (2.) by beginning it early, considerable progress will be made in an ancient language before the scholar is seventeen, if he carry on his classical studies to that age; and, besides the innumerable advantages to be acquired from some knowledge of such a language, the scholar will not leave school without at least a glimpse of a civilisation different, but in many respects not lower, than the one he lives in. It is not within our province to dwell upon the advantages and disadvantages of classical education. Looking simply to what is practical, it seems to us to be of the utmost importance that Latin should be begun by all scholars at the age of nine, so that, whether they carry it out or not, they may know thoroughly and well the only grammar that it is necessary to learn, as that grammar underlies all other grammars, and is the key to most modern languages, and when that one grammar is mastered, all that is important in the others can very readily be acquired. French should not be commenced until the elements of Latin grammar are learned, and then the two languages should go on simultaneously, and should be made to play into each other wherever it is possible that they should do so. In the old days of grammar schools, a common exercise was translation from Latin into French, and from French into Latin.[1] In those days Latin was perhaps more essential as an acquisition than it is now, but that cannot be said of French, and there is no reason why an exercise such as this, which was valuable then, should not be valuable now. For the first year French can be well taught by classical teachers. After that it is probably better that the scholars should be under a native of the country, whose qualifications for teaching should be guaranteed by

Latin.

French.

[1] *Cf.* Chap. i. p. 3.

Examinations and school course.

some diploma or degree, and all the work of the class, both in speaking and writing, should be carried on in French. The advantages of the conversational method would thus be secured, and accuracy would not be neglected. In several advanced classes for girls we found this system in operation, more particularly in the French classes at Dundee High School. But it was very seldom, indeed, that we found this system carried out in the boys' classes. The boys generally appeared ashamed to answer in French, questions addressed to them in that language. Habit, however, would soon overcome any such self-conscious shyness.

Writing must be taught.

In addition to these subjects, writing must be taught, and to those who have a turn for them, the elements of either music or drawing.

Drawing and music may be optional.

Such a course as this prescribed would constitute a fair education up to thirteen. These four subjects—English, arithmetic, Latin, and French—can all be taught in the humblest as well as the highest Burgh school in the country. They are the best foundation for any future career in life. Whether a boy is destined to follow a professional, a learned, or a commercial life, these four subjects will fit him for success in it, quite as thoroughly, if not more thoroughly, than any other course of instruction that has yet been suggested, and if he knows them fairly by the time he is thirteen years of age, he has attained some way towards the acquisition of that training and cultivation which we look for from him by the time he is sixteen or seventeen.

Course from thirteen to sixteen or seventeen should be either literary or scientific.

From thirteen to sixteen or seventeen there might be two courses open, and the scholar, according to his taste, might follow either a literary or a scientific course. Those who looked to becoming professional men, ministers, lawyers, doctors, or schoolmasters, would, in all probability, follow the literary course, with a view to proceeding to the university. Those who thought of following commercial pursuits, or of entering at once upon practical life, would more naturally take the scientific course.

The literary course should consist of English, mathematics, Latin, French or German, and music or drawing. In addition to that, Greek would be necessary for those who intended to proceed to the university, or those who were to follow any of the learned professions, and all might attend with profit a course of popular lectures on science, but this might be optional.

Scientific course.

The scientific course should consist of mathematics, science, English, French, German, and music or drawing. A certain time each week, if necessary, might be devoted to writing. The merest mechanical elements of book-keeping might also be taught if there was any demand for the subject.

What is meant by English instruction.

In the English instruction in the literary course, we should still keep up reading and recitation, and we should add to these continual practice in composition and essay writing,—one of the most important branches of an English education, and one to which very inadequate attention is given. Almost the only school in which we found much stress laid on this branch was the Madras College, St. Andrews. In that school eight or ten very creditably written essays were given to us. The thought naturally enough was crude and common-place, and exception might have been taken to the spelling in many of the essays, but the style and manner of expressing all the ideas that were contained in the essays were both

good, and gave promise of considerable capacity for English writing. Geography and history should also be taught at this period, and taught together, so as to be made mutually interesting. We have dwelt upon this and upon the advantages of instruction in physical geography in another chapter, and need not recapitulate what we have there stated. We should not look for anything but the elements of popular science in this course. Two hours a week would be ample to accomplish this, so that no boy should necessarily leave school in perfect ignorance of the facts of nature which he sees around him. The other branches would be taught much as they are in the more advanced classes of the higher schools at present. Examinations and school course.

From the scientific course, we would exclude both Latin and Greek. Very little can be made of the latter language in three years unless a great deal of time be given to it, and what would be acquired by a lad between thirteen and sixteen would be forgotten immediately after he left school. All the Latin that is really necessary for grammatical training will have been acquired between the age of ten and thirteen. Where Latin is taught in what are called 'modern sides,' of some of the principal schools at present, it appears to be of comparatively little value. It is made subordinate to the other subjects, is not taught with much spirit by the teachers, or learned with much diligence by the scholars. The time, if it be only one hour a day, which is devoted to it, might be more profitably spent on other subjects in which the scholars might be induced to take interest. French and German would both be taught in this course. A boy would be in his fourth year in French, and should be able to read ordinary French authors without difficulty, and, before he completes the course, he should be able to speak French fairly well, and to correspond in the language with accuracy and ease. His linguistic studies would thus be carried on by means of French and German. Knowing Latin grammar thoroughly, he should not find much difficulty in learning the simple inflexions of German grammar. The fewer grammatical rules, and the less grammatical drill he has in this language the better. He must know the distinctions between Latin, German, and French grammars, but they will come in time. A good vocabulary is of more importance in German than minute rules of grammatical construction, just as a correct pronunciation is of more importance in French. A sensible teacher should know that the varieties of grammatical drill are infinite, and that he should spare his scholars as much of this as he can. Under English instruction we would attach great importance to history in this scientific course. But we do not mean, by history, a general survey of the principal facts which have occurred since the beginning of the world. Such teaching is useless, or worse than useless. It is information learned by rote, and forgotten as soon as learned. The true method of teaching history, it seems to us, is first of all to give a general idea of the important epochs in modern European history, paying little or no attention to detail, and then to take one important period, and to teach it thoroughly. If a boy succeeds in completely mastering one period, in realizing the events in it, and their causes and results, in making acquaintance with the characters who took part in these events, and in understanding the

Latin and Greek excluded from the scientific course. Reasons.

French and German.

History.

Examinations and school course.

social and political and intellectual life of the time, he has in all probability secured a lasting interest in history, and has got in his mind a familiar spot from which to go forward or to go back, and with which to compare his own or any other time; and he has a general idea of the important epochs for a framework into which he can fit his one familiar spot. Such an acquaintance with history is not to be acquired out of compendiums of history, or out of books of historical questions and answers, and historical catechisms. These are of very little use towards education. As soon as a boy enters a counting-house, with only such a general idea of historical events, he forgets them, and never thinks of reading history again. Whereas, when he has one period in his mind which he has thoroughly made his own, he has received an historical education which leads him on to interest himself in other periods, and to take an intelligent interest in the period of history in which he lives. Along with such an historical education, the scholar in this course should carry on English reading and recitation, geography, and continual essay writing. Literature taught by means of handbooks, as we have previously said, is of little or no educational value. If this branch is to be studied at all at school, it should be taught in connexion with the period of history which is learned as above. If a boy has any taste for English literature, he will cultivate it best by home reading.

Instruction in science and mathematics should go on simultaneously with those other branches, and as much importance should be attached to the one branch as to the other, or as to any of those mentioned above. Mathematics are well taught in several of the best schools which we visited, and it would be difficult to suggest much improvement in the methods pursued. Science is not systematically taught in any school in Scotland. Lectures on chemistry, zoology, and natural philosophy are delivered by eminent men in the High School of Edinburgh, and these lectures are well attended. We were unable to be present during any of these lectures, and cannot pronounce any opinion as to the effect of them. In Dollar Institution, the Madras College, St. Andrews, and the Edinburgh Institution, certain branches of science have been taught to limited classes with success, and there are indications of an increasing taste for these subjects. But it is the exception in Scotland to find much taught in school. The great difficulty that is met with in introducing this branch of education is the want of good school-books and competent teachers. But the idea of teaching them systematically is of comparatively recent date, and in all probability the demand will create a supply of both teachers and books. The advantages to be gained by instruction in such subjects as these are mainly that by them the faculty of observation is quickened, and the power of rapid and accurate generalization is acquired. Such a study strengthens the mental habit of method and arrangement, arouses an interest in a kind of reasoning that is attractive, and stimulates an intelligent curiosity even in the idlest minds in the facts of nature that they see around them. The problem as to what sciences should be taught at school, and in what order they should be studied, is one that admits of much

Mathematics.

Science.

difficulty. Chemistry and physics on the one hand as experimental sciences, and natural history and physiology on the other, as sciences of observation, are for educational purposes the most important branches of science. But there is a question as to whether the sciences of observation or those of experiment should be first taught. In Germany, the sciences of observation precede those of experiment. In schools in that country where two hours a week are given to this subject, zoology and botany or mineralogy are taught in the lower forms, and physics in the higher. In England, and for the most part in this country, where these subjects are taught, the system is reversed. The experimental sciences are taught in schools where science is taught, and the sciences of observation are left for college. As to which method is more successful we have no means of ascertaining, nor do we venture to express an opinion. The order may be looked upon as a matter of detail, to be settled when the educational value of these important subjects is more fully recognised. Examinations and school course.

The various elements then of this suggested system of instruction when brought together are as follows:—The school course contemplated is one of seven or eight years. From nine to thirteen, we would teach all scholars English, arithmetic, Latin, French, and writing. Drawing or music might be optional. From thirteen to sixteen or seventeen we would suggest that there should be a literary course preparatory for the universities and the learned professions, and a scientific course preparatory for commercial or other pursuits. The first should include English, mathematics, Latin, Greek, and French or German, and, perhaps, a course of popular lectures on science. Music or drawing might here also be optional. The second should include mathematics, science, English, French, German, and music or drawing. Writing and the elements of book-keeping might be taught if there was a demand for them.

§ 3. In suggesting this course of school instruction, we do not contemplate that it should be introduced into all the schools existing at present. Neither would we wish to see it rigorously maintained in any school to the exclusion of other and better schemes. But in this suggestion, as in all our suggestions and criticisms on existing arrangements, we have had in view the possible establishment of a certain number of National Secondary schools or District schools, which may become as necessary as National Primary schools. The number of these would probably not be great, and they would be established only in localities throughout the country where, from absence of efficient Burgh or Middle-class schools, they might be wanted to supplement the instruction given in the Primary schools. Hitherto the Parochial schools, and Elementary schools upon their model, have acted as feeders to the Universities quite as much as the Middle-class schools. They have annually sent up a small proportion of their best scholars, and these scholars have done well and been distinguished in after life. But as it has been shown in the former inquiry, they have succeeded in this by the partial sacrifice of their inferior scholars. The examinations under the Revised Code have established the fact that teachers in Primary schools cannot teach both primary and secondary subjects efficiently; one or other must suffer. Either the bulk of the school must le ave

Object in suggesting this course of study.

Establishment of National Secondary or District schools.

Necessity of these.

As supplementary to Elementary schools.

Examinations and school course.

nearly as ignorant as they entered it, or the four or five first scholars in the school must go elsewhere for the secondary branches. Public feeling has set in in favour of the bulk. If the Revised Code be introduced into Scotland, the teachers will be compelled to bring their inferior scholars up to the standards required by the Code, and so will have little time to devote to the higher branches. It has been proposed that the Revised Code, with the exception of the fourth or manual labour article, should be introduced, and if this proposal be carried into effect, something must be done for the advancement of the few promising scholars in the Elementary schools. It is of vital importance that every encouragement should be given to that class of young men who, since the foundation of the Parish schools, have risen to eminence through their medium. The number of distinguished men who have risen up in Scotland through these schools and our universities has long been the glory of this country and the wonder and envy of other countries, and it would be a matter of infinite regret if this national feature were to be obliterated. Two things are wanted to maintain it, and these are the establishment of efficient District or Supplementary Secondary schools, and the establishment of bursaries or scholarships to these schools and to the universities. As we have said before, there are but six schools in Scotland to which the designation of Secondary schools is applicable. The others present a confusion of Infant, Primary, and Elementary schools combined in one. There are no schools between Dunnet Head and Tain in the north where the higher branches are taught except the Parochial schools. On the west, there are no schools from Cape Wrath or the Butt of Lewis to the Mull of Cantire to which promising scholars can be advanced from the Elementary schools. In the centre of Scotland things are not much better; and even in the south there are many parishes which are destitute of all means of teaching the higher branches. If these District Secondary schools could be established in parts of the country where they are wanted, all scholars from the Elementary schools who were able to pass the six standards of the Code might be advanced to them, if their means admitted of their being able to continue their education. For the benefit of those in less prosperous circumstances, competition bursaries might be established to the Secondary schools, which none but the most promising could succeed in gaining. By this means full encouragement would be given to that class of men who seek to rise in the world through their education, and under the present Parish school and University system succeed in doing so. They would commence their education in the Elementary schools, gain bursaries which would provide for them in the Secondary schools, and be carried through their university career by means of university bursaries open to competition; or if they did not care to prosecute their education after they were sixteen or seventeen years of age, they would still have had the advantage of good secondary instruction. It is with reference to such schools as these that we have been led to criticise many points of organization or instruction that we have noticed in the existing Middle-class schools, and have ventured to suggest a course of study that might be pursued in these schools. If these schools were successful, they might serve as models for the existing

Supplementary schools and bursaries necessary for the advancement of promising scholars from Elementary schools.

Want of such schools in Scotland.

schools, or the good points of each might be adopted and the bad points given up.

Examinations and school course.

There is always the great difficulty of want of funds. Any proposal for endowing Middle-class schools from the public funds would be sure to meet with opposition from those who would refuse to give Government aid to all who do not live by manual labour. Such education they would say is a luxury and not a political necessary, and you might as well endow your tailor as your secondary schoolmaster. Others might take higher and more liberal views of the importance of helping on deserving men who cannot help themselves. But it is unlikely that much could be expected from the State.

It is with reference to the possible establishment of such schools that we have offered these suggestions.

How are funds to be procured for this purpose?

Not much to be expected from the State.

There are, however, immense educational funds existing in this country which do very little educational good. In the comparatively small burgh of Stirling, as we have shown in the special report on that school, there are mortified funds, amounting to an annual revenue of nearly £2000 a year, available for education, after all the purposes of the mortifications are abundantly fulfilled.[1] In and around Edinburgh it is estimated that nearly £60,000 a year, left for the purposes of education, is expended in the maintenance of some 4000 children, and some 90 teachers. This estimate includes the money expended upon the Heriot Hospital schools, and the scholars and teachers employed therein. Deducting it, the estimate shows an annual income of nearly £40,000 expended on seven hospitals, containing some 700 scholars and some 50 teachers. This estimate may be above, or it may be below, the mark; but, even if it be anywhere near the truth, it indicates an enormous expenditure, and an inadequate return. £40,000 a year spent on 700 scholars, is equal to £57 a year per scholar. The total sum of money from endowment, fees, and other sources, spent each year on all the Public Middle-class schools in Scotland, from which returns have been procured on behalf of the Commission, amounts in round numbers to £50,000. The number of scholars educated for this sum amounts in round numbers to 14,000, or £3, 11s. 6d. a year per scholar, as against £57 at the hospitals.[2]

Funds mortified for education.

Funds might be found in these mortifications for at least the commencement of such an undertaking.

Of course, the scholars are maintained in the hospitals as well as educated, but allowing £3, 11s. 6d. per scholar for education, there remains a balance of £53, 8s. 6d. a year for each scholar, and this is a large sum for the maintenance of charity children. From what we have heard, there is some reason to believe that efficiency and economy are not sufficiently regarded in the administration of old charities and mortifications throughout the country. Many of these mortifications are managed by Town-Councils, and other popular bodies, who are not bigoted to the maintenance of them in their present form, but would be ready and willing to aid in any attempt to administer them, so that they might be made more generally beneficial to the community. If this be so, funds might be found in the country, and without the necessity of any great call upon the Imperial purse, for at least the commencement of such an undertaking as we have suggested. But if no alteration in the administration of the charities could be carried out, much good would be produced on the secondary education of the country by the simple expedient of appointing

If this measure could not be carried out, much good would be produced by the appointment of examiners for the existing schools.

[1] *Cf.* Special Report on Stirling High School.

[2] Trinity College, Glenalmond, and Glasgow High School, are not included in this estimate.

Examinations and school course.

examiners for the existing Middle-class schools, and, as we have shown, this expedient would be welcomed by the teachers, and acceptable to the public.

Results.

§ 4. The conclusions, then, that we draw from this chapter are—

1. That there is no satisfactory means of examining the Middle-class schools in the country. The ordinary complimentary examinations are of comparatively little value, as the examiners cannot be independent, and the examination cannot be uniform, so that there is no standard of comparison instituted between the different schools. The Local Examination Scheme has proved a failure, and is of no value as a general examination of the schools.

2. It is desirable that the schools should be annually examined and reported upon by independent examiners appointed officially and paid by Government. The teachers and the public are fully aware of the advantages of such a scheme, and no fewer than 80 per cent. of the best teachers in the Middle-class schools have expressed their wish to have such a scheme introduced.

3. Two examiners, one for languages and one for mathematics and science, would be sufficient. They should be appointed by Government, or by a Scottish Board of Education, if such be established; they must be thoroughly qualified and competent men, they must give their whole time to the work, and must be adequately remunerated.

4. In the event of any new schools being established, it would be desirable that the course of study pursued in the schools at present should be modified. A course extending over seven or eight years is suggested. This course would for the first four years include English, arithmetic, Latin, French, and writing—drawing or music being optional. After that there should be two courses, literary and scientific. The literary course would include English, mathematics, Latin, Greek, French, or German, and, perhaps, a course of popular lectures on science—music or drawing being optional. The scientific course would include mathematics, science, English, French, German, music or drawing,—writing and the elements of book-keeping being optional. The literary course would be preparatory to a university course, and professional life; the scientific course to commercial life, or any other pursuits.

5. It probably will be necessary to establish a certain number of District schools, supplementary to the Elementary schools, and preparatory to the universities, otherwise there is danger of losing that large class of promising scholars who, since the foundation of the Parochial schools, have been in the habit of coming to the universities from these schools. Every encouragement should be given to them, and if it were possible to found competition bursaries in connexion with these new schools and with the universities, it would be a matter of great public utility.

6. Funds for this purpose could hardly be expected from Government. But there are great educational mortifications in the country which do comparatively little educational good. It is estimated that in and around Edinburgh alone there is nearly £60,000 a year from funds of this description. Many of these mortifications are managed by Town-Councils and other public bodies, who are ready and willing to aid in any attempt to administer them, so that they may be made more generally beneficial to the community.

CHAPTER IX.

RELATION OF THE BURGH AND MIDDLE-CLASS SCHOOLS TO THE UNIVERSITIES.

Interference of Universities with Schools—Opinions—Class of Students who come to the Universities—Schools from which they come—Age at which they come—Work of Junior Classes—Entrance Examination for all under seventeen years of age—Relation of Universities to Schools—Professors should be placed on Boards of Management—Graduation of Teachers—Establishment of Bursaries—Results.

Two questions:—
I. Do the universities interfere unduly with the schools?
II. Can the relation between the schools and universities be drawn closer than it is?

By the thirteenth article[1] of our instructions we are directed to inquire into the relation of the Burgh and Middle-class schools to the Universities. In compliance with these instructions, we devoted a good deal of time to this subject, and we now propose to discuss the results of our investigation under two distinct heads. These are:—

I. The question as to whether the universities interfere unduly with the schools.

II. The question as to whether the relation between the universities and the schools can be drawn closer, and rendered less antagonistic than it is at present.

Nature of the Scottish Universities.

§ 1. The Scottish Universities, as is well known, are distinct in their nature from the English Universities. Instead of being made up of several colleges, all forming one university, they consist of several distinct Faculties independent of each other, in which there are professors appointed to teach the different subjects which go to constitute the Faculty. Thus there is a Faculty of theology, another of medicine, another of law, and another of arts. These are quite distinct from each other, and manage their own internal arrangements, subject to the revision of the Senatus Academicus and the University Court. In like manner, each professor in each Faculty manages his own class or classes independently of the other members of his Faculty, but subject to certain general rules applicable to the Faculty to which he belongs. He divides the students who attend his lectures into two or three classes, and delivers his two lectures or his three lectures each day

[1] The thirteenth article of the Instructions is in the following terms:—'13. It is alleged that, in some cases, while the classes at the Burgh schools in which classics are taught are by no means well attended, the classes of the Latin and Greek Professors at the Universities in the towns where these schools are situated are well attended. You will inquire into the truth of this allegation, and state your opinion whether it would be advantageous that there should be some examination preliminary to attendance at the university, or, at all events, previous to admission into the junior Latin or Greek classes.'

Relation of the schools to the universities.

in his class-room, and there the relation between professor and student ceases, and they have nothing more to do with each other until they meet again at the next lecture hour. The student does not live in college, or hall subject to university supervision, as in Oxford and Cambridge. He has his own lodgings in the town, is his own master in all matters, and the university takes no cognizance of his existence beyond its walls. There is no matriculation examination, and no necessity to follow any particular course of study. A fixed attendance at the lectures of certain professors, and a certificate from them to the effect that the student has attended their classes, is necessary for graduation; but beyond this there is absolute freedom of choice to the students to come at any age, to stay any length of time, to work or not to work, to belong to any religious denomination or no denomination. In short, there is no interference of any kind with the students' lives. They pay their annual fees, and conduct themselves with propriety within the university precincts, and beyond that they are perfectly independent of the university.

Desire to modify the freedom of action existing in relation of universities and students.

Throughout the country we found indications of a desire to modify in some degree this freedom of action on part of the universities and the students attending them, and to introduce restrictions with regard to the age at which the students should be admitted, and with regard to the amount of knowledge which they should possess before admission. There was great dissatisfaction existing among the teachers of the Burgh and Middle-class schools, occasioned by the conviction on their minds that the universities were interfering with their work. They considered that the classical and mathematical professors 'poached' upon the schools by allowing students to attend their classes while still of school age, and by drilling these students in Greek and Latin grammar, or in the elements of Euclid and algebra, when they ought to have learned those things at school.

An old subject of contention.

This is no new subject of contention between the schools and the universities.

Illustration.

As early as 1656 the masters at the Edinburgh High School complained bitterly of the interference of the Greek and Latin classes at the university with the school, and it was agreed by the Town-Council that 'two 'of their number should wait upon the College of Justice to 'acquaint them that it has been moved to abolish the humanity 'class in the University, as prejudicial not only to the Grammar 'School, but to the College itself, and proposing that the salary of 'the professor should be employed some other way for advancing 'learning.' The College of Justice, without hesitation, refused to listen to such a recommendation. In 1772, the other side of the question was raised, and a remonstrance was laid before the patrons of the High School by the principal and professors of the university against the introduction of Greek into the school for the first time, on the ground that by this innovation an encroachment was made on the province of the university.[1]

Feeling of rivalry still exists, but chiefly on the side of the schools.

This feeling of rivalry between the schools and the universities still exists, but the bitterness is very much confined to the schools.

Opinions on the subject.

Some of the professors, however, in the different universities, take the same view upon the

[1] *Cf.* Ch. i. p. 33.

subject as the teachers, and hold that some alteration should be made in the ordinances of the universities by which a line might be drawn between university work and school work. Among them, notably, Professor Blackie holds[1]— Relation of the schools to the universities.

Professor Blackie.

'The University should begin where the Burgh school ends; and transition 'from the one to the other should take place, as in Prussia, only on a regular 'certificate of fitness. The want of this graduated system is one of the greatest 'evils in the present upper education of Scotland.'

Professor Campbell of St. Andrews writes less decidedly on the subject. He says,[2]— Professor Campbell.

'The Burgh schools should be the natural feeders of the Universities; and a 'certificate of having passed the final examination at the Burgh school in English, 'arithmetic, Euclid, and Latin and Greek, might perhaps be a fitting substitute 'for a University matriculation examination.

and Professor Geddes considers[3]— Professor Geddes.

'That it would be desirable to introduce something of the nature of the '"*Abiturienten-Examen*," as practised in the Gymnasia of Germany, whereby the 'the rector of a Burgh school, in conjunction with one of the inspectors, should 'have the power of awarding, upon a well-understood programme, certificates of 'fitness to proceed to the University, which certificates should entitle the students 'possessing them to the position of public students, and therefore capable of 'becoming candidates for the degree in Arts. The effect of such an arrangement 'would be, that the school standard would be raised by the best possible means; 'that it would be the *interest* of the schools, as it is in Germany, to retain their 'pupils as long a time as possible, in order to mature and perfect their attain-'ments, and that the schools would be placed in a highly honourable position 'with reference to the University. What facilities should be given to students 'other than those from Burgh schools to attain the same position, so as to be 'distinct from private students, who should have no right or claim to the degree, 'is another matter, but I have no doubt that such facilities could easily be devised, 'When a system of so-called "certificates of maturity" is devised, under proper 'checks, and on a fair programme of scholarship, there will be no difficulty in re-'ducing the curriculum of the university to a three years' course, compensation being 'of course given to those chairs that would be affected by such an arrangement.'

On the other hand, Professor Sellar is opposed to any more stringent examination than that allowed by the 14th ordinance of the University Commissioners. By this ordinance, it is enjoined, that students entering the university, may, by passing a satisfactory examination, dispense with attendance in the junior classes, and by this means they may complete their curriculum in three winter sessions instead of four.[4] His objection to an entrance examination Professor Sellar.

[1] Answers by Professor Blackie, App. p. 186.

[2] Professor Campbell, p. 188.

[3] Professor Geddes, p. 199.

[4] The 14th Ordinance of the University Commissioners is in the following terms:—'1. The course of study necessary to the degree of Master of Arts shall extend 'over four winter sessions, and shall include attendance for not less than two 'sessions on the classes of Humanity, Greek, and Mathematics respectively; and 'attendance for not less than one session on the classes of Logic, Moral Philoso-'phy, and Natural Philosophy, respectively; and also attendance on a course of 'English Literature, for which each University shall make due provision: Pro-'vided always, that any student, who, at the time of his entrance to the Univer-'sity, shall satisfy the Professors in the Faculty of Arts on examination that he 'is qualified to attend the higher classes of Latin, Greek, and Mathematics, or 'any of them, shall be admitted to such higher class or classes, as the case may 'be, without having previously attended the first or junior class or classes in the 'same department or departments: Provided also, that where a student has been 'admitted to the higher classes both of Latin and Greek, without having previ-'ously attended the first or junior Latin and Greek classes, his course of study 'for the degree of Master of Arts may be completed within three winter sessions, 'instead of four.'

Relation of the schools to the universities.

comes to this. If such an examination be a *bona fide* stringent examination, a number of young men above eighteen years of age, who now come to the universities from Normal schools and remote country districts would be excluded, and if it were not a stringent examination, sharp boys of fourteen and fifteen years of age from a good school would easily pass it. In answer to the question bearing on this point, he says,[1]—

'I do not see that the Burgh schools can be placed in any direct relation to the 'Universities. At present the Universities draw less than half of their numbers 'from the Burgh schools and other Public schools, such as the Edinburgh 'Academy, the Dollar Institution, the Madras College at St. Andrews, etc. They 'draw also a considerable portion, especially in the junior classes, from the 'parish schools, and other primary schools in the country districts. But, indi- 'rectly, the Burgh schools and the Universities may do much to assist one 'another. The Universities may look to the Burgh schools, when reformed and 'reorganized, to send up a class of students better trained than the majority of 'those who come from other places of education; and the introduction of even a 'small number of such students would have a most beneficial influence in raising 'the standard of attainment among the mass. Again, the prospect of obtaining 'bursaries and other university distinctions might be expected to act as a great 'stimulus both to teachers and scholars, and success in these competitions to raise 'the reputation of the best schools, and thereby improve the position of the 'teachers. It is to be regretted that in the Universities of Edinburgh and Glas- 'gow there are, at present, very few bursaries awarded according to merit. The 'competition for open bursaries at Aberdeen and St. Andrews has an excellent in- 'fluence on the schools in connexion with those Universities. The ordinance of 'the University Commissioners, in accordance with which students entering the 'University may, on passing a satisfactory examination, dispense with attendance 'on the junior Latin, Greek, and Mathematical classes, and thereby complete 'their curriculum in two years and a half, is also calculated to benefit the Burgh 'schools. In the University of Edinburgh, a considerable number avail them- 'selves of this privilege; and a much larger number may be expected to do so, 'both in the Edinburgh and the other Universities, when the schools are put on a 'better footing. It ought to become the general rule for students who have 'attended a Burgh school for five or six years, to be able to enter at once the 'senior classes in Latin, Greek, and mathematics, and to finish their University 'course in two years and a half; and parents who have the opportunity of send- 'ing their sons to a good school, may be expected to see the advantage of keeping 'them a year or two longer there than they do at present. The Universities 'should, I think, annually publish a list of the successful candidates in this ex- 'amination, adding the names of the schools at which they have been educated. 'It is sometimes proposed, with the view of doing more justice to the Public 'schools, that the junior classes in the University should be abolished, or that all 'students on entering the University should pass a matriculation examination. 'It is urged that these junior classes maintain themselves "by poaching on the 'schools." A more exact knowledge of the composition of these classes would 'very much modify these statements. The large majority attending these classes 'would get no University education at all if they were abolished. As a proof of 'this, it may be mentioned that the average age of the students attending the 'Junior Humanity Class in the University of Edinburgh during the present 'session is between nineteen and twenty,—nearer twenty than nineteen. Out of 'the whole number of 160 attending the class, 99 are above the age of eighteen. 'It certainly is not desirable that they should continue at school, or go to a Burgh 'school for the first time, at that age. Many of them have taught themselves, 'or received their education in remote country districts. A considerable number 'of men of real ability come from the Normal schools, where they have had no 'opportunity of making much progress in Latin or Greek. Many of these would 'be deterred from coming to the University by the prospect of an entrance ex- 'amination, in which, if they failed, they would probably have to abandon all 'thoughts of preparing themselves for a University career, being too old to enter a 'good school, and too poor to employ a private tutor. If the standard of the exami-

[1] Professor Sellar, App. pp. 219-220.

'nation were fixed so as not to exclude or deter the self-taught, or those coming 'from remote country districts, it would not be too high to exclude a moderately 'sharp boy of fourteen or fifteen from the Edinburgh High School or New 'Academy. Many of the poorer students from the Parish schools or Normal 'schools, who enter the junior classes at a comparatively late period in life, make 'great progress, and in their second year hold their own against the best students 'of the senior class. The highest honours in my senior classes, both in St. An- 'drews and Edinburgh, have often been carried off by young men of energy and 'ability, who had entered the junior class with few previous advantages, and 'who had, by industry in their first session and first summer vacation, qualified 'themselves to compete successfully with scholars from the first schools in Scot- 'land. The Burgh schools should aim at preparing their pupils for entering the 'senior classes in Latin, Greek, and mathematics. To those who pass this 'entrance examination, the University course is much simplified. They can, 'without any strain upon them, but, with moderate industry, during their three 'sessions and two summers, obtain the degree of M.A. in two years and a half. 'For parents who can send their sons to a good Burgh school, this is the object 'to aim at. With the improvement of the Burgh schools, the junior classes in the 'Universities may be expected to fall off considerably in numbers; but they 'should continue to exist open to all who, in spite of early disadvantages, wish 'to raise themselves in mental cultivation or social position through the means of 'a University education.'

Relation of the schools to the universities.

The question at issue, therefore, is this—

Do the Universities interfere unduly with the Burgh and Middle-class schools, and if they do, is it desirable that this interference should be checked by legislative enactment?

Question at issue.

This question is one that cannot be answered theoretically. Data of a definite nature are required before we can come to any conclusion upon the subject. It is necessary to have information upon four points before answering this question.

Data necessary before answering this question as to—

(*a*) The class of students who attend the Scottish universities.

(*b*) The schools from which they come to the universities.

(*c*) The ages at which they came to the universities.

(*d*) The subjects which they are taught in the junior classes at the universities.

(*a*) The class of students who attend the Universities.

(*b*) The schools from which they come.

(*c*) The ages at which they come.

(*d*) The subjects which they are taught in the junior classes of the Universities.

In order to obtain satisfactory information upon the first three of these heads, we prepared a series of questions addressed to the students attending the Latin, Greek, and mathematical classes in the Universities of Edinburgh, Glasgow, and St. Andrews, for the session 1866-67. The schedules containing the questions were distributed and filled up by the students in their class-rooms, under the supervision of the several professors. We obtained similar information from the junior Latin and Greek classes in the University of Aberdeen. From Professor Blackie we have returns embracing the ages of all the students in his Greek classes for six years, commencing with the session 1860-61, and the professions or occupations of their parents; and we have returns of the ages of the students attending the Logic, Metaphysics, and Literature classes in the University of St. Andrews for the past year, and the description of schools in which they were educated.

Method of obtaining information on these points.

The result of this information is very interesting, and it fully answers the three preliminary questions. Our information with regard to the fourth question comes directly from the professors in the four Universities, to whom we would take this opportunity of

Relation of the schools to the universities.

expressing our thanks for the courtesy with which they always replied to our communications.

(*a*) Profession or occupation of the fathers of the students at the Scottish Universities.

(*a*) We have returns from 882 students in the Latin Greek, and mathematical classes in the Universities of Edinburgh, Glasgow, and St. Andrews, and of the junior Latin and Greek classes in the University of Aberdeen, for the session 1866-67, and from these returns the social position of the students attending the Scottish Universities may be accurately judged.

From the schedules of these students we find that the answers to the questions relating to the profession or occupation of their fathers may be divided into the eight following heads:[1]—

Classes.	Aberdeen.	Edinburgh.	Glasgow.	St Andrews.	Total.
I. Professional, . .	34	104	108	29	275
II. Commercial, . .	11	50	76	9	146
III. Agricultural, . .	37	54	60	11	162
IV. Shopkeeping, . .	3	12	13	1	29
V. Artisans & Skilled Labourers, . .	12	57	65	9	143
VI. Labourers, . . .	3	10	15	1	29
VII. Indefinite and Sundries . . .	7	17	13	1	38
VIII. Profession not given,	11	12	24	13	60
Total,	118	316	374	74	882

[1] The classification of the different professions is as follows, and for the details relating to the four Universities, and to the classification, we refer to Appendix D.

Classes.	Professions or Occupations of Fathers.	Number of Students.	
I. Professional, . .	Doctor, Physician, . . .	30	
	Lawyer, ...	43	
	Ministers, 111; Missionaries and Catechists, 6, ...	117	
	Officers, Army, ...	5	
	Do., Inland Revenue, Police, etc.,	16	
	Professors, ...	10	
	Teachers, ...	39	
	Civil Engineers, 3; Publishers, 2; and Sundries, 10, . . .	15	
			275
II. Commercial, . .	Accountant, Actuary, Agent, Banker,	19	
	Manufacturer, ...	16	
	Merchant (including a good many country small Shopkeepers or General Merchants), . . .	94	
	Warehousemen, 3; and Sundries, 14,	17	
			146
III. Agricultural, .	Farmer, ...	125	
	Gardener, Nurseryman, Forester, .	16	
	Proprietor, Planter, Feuar, . .	15	
	Factor, 3; and Sundries, 3, . .	6	
			162
	Carry forward,		583

The centesimal proportion of the above shows that the different classes are represented in the following proportions:— Relation of the schools to the universities.

CENTESIMAL ABSTRACT of preceding Table.

CLASSES.	Aberdeen.	Edinburgh.	Glasgow.	St. Andrews	TOTAL.
I. Professional,	28·8	32·9	28·9	39·2	31·2
II. Commercial,	9.3	15·8	20·3	12·1	16·6
III. Agricultural,	31·4	17·1	16·0	14·8	18·3
IV. Shopkeeping,	2·5	3·8	3·5	1·4	3·3
V. Artisans & Skilled Labourers,	10·2	18·0	17·4	12·1	16·2
VI. Labourers,	2·5	3·2	4·0	1·4	3·3
VII. Indefinite,	6·0	5·4	3·5	1·4	4·3
VIII. Professions not given,	9·3	3·8	6·4	17·6	6·8
TOTAL,	100·0	100·0	100·0	100·0	100·0

These returns are corroborated by those furnished to us by Professor Blackie, which will be found in the Appendix.[1] They show, beyond all doubt, that the Scottish Universities are essentially national; that their advantages are not confined to a class, as in England, and, to a very great extent, in Ireland; but that National character of the Scottish Universities established by these returns.

CLASSES.	PROFESSIONS OR OCCUPATIONS OF FATHERS.	Number of of Students.	
	Brought forward,		583
IV. SHOPKEEPING,	Chemist and Druggist,	6	
	Clothier, Draper, Tailor,	12	
	Stationer,	3	
	Baker, Butcher, and Sundries,	8	
			29
V. ARTISANS AND SKILLED LABOURERS,	Blacksmith,	9	
	Boot and Shoemaker,	18	
	Builder,	8	
	Carpenter, Joiner, Wright,	21	
	Dyer,	6	
	Engineer, Practical,	11	
	Mason,	14	
	Mechanic,	4	
	Miller,	4	
	Sailor,	5	
	Weaver, Warper,	10	
	Sundries,	33	
			143
VI. LABOURING,	Farm Servant, Gate-Keeper,	3	
	Labourer,	13	
	Miner,	13	
			29
VII. INDEFINITE,	Clerk,	7	
	Coachman,	4	
	Contractor,	6	
	Inspector of Poor,	3	
	Shepherd,	3	
	Gentleman, and Sundries,	15	
			38
VIII.	Not given,		60
	TOTAL,		882

[1] App. D.

Relation of the schools to the universities.

Illustration.

almost every grade in the social scale is represented, from the highest to the very lowest. In the course of the inquiry, the son of a shepherd in the West Highlands called upon us and told us of his circumstances. His father had £20 a year of wages, besides his house, cow's grass, and croft. The lad, who was twenty-two years of age, had gone from the Parochial school in his native parish in the West Highlands to the High School in Inverness, and from there he had come to the University of Edinburgh. He spent the winter session at college, lodging along with another student at 3s. 6d. per week. His whole winter expenses amounted to £22; and he earned the greater part of this by teaching a school in summer in a remote part of the Highlands. It was also related to us as an authentic fact, that the son of a well-known Dumfries beggar attended the late Professor Pillans' classes, and was a diligent student. He died before his third session.

Different class of students from those attending the Middle-class schools.

Similar stories regarding the class of students attending the universities might be related, but the statistics afford sufficient evidence to show that a very considerable proportion of the students who attend do not belong to those classes which principally fill the Burgh and Middle-class schools. The scholars in these schools belong almost exclusively to the classes between the higher and the humbler, as the special reports upon these schools abundantly prove; whereas, of the 882 students attending the universities, there are no less than 29 sons of common labourers; and 16·2 per cent. of the whole number of students belong to that class who live by skilled labour and artisan work. Farmers, ministers, and merchants' sons are more numerous than any other classes. One hundred and twenty-five of the students are the sons of farmers; 111 are the sons of ministers; and 94 are the sons of merchants; or 37·4 per cent. of the whole number of students. So in the returns from Professor Blackie's classes, extending over a period of six years, it appears that out of 1212 students, 175 are sons of farmers, 199 are sons of ministers, and 79 are sons of merchants, or also 37 per cent. of the total number. Many of those students are the sons of small farmers living at a distance from any Burgh or Middle-class schools; or of ministers in remote parishes, with nothing but the Parochial school in which to get their education; or of small general merchants living in little villages in the Highlands, and entirely educated in the Parochial or Free Church schools established in the villages. Not one-half of the students attending the universities are educated at the Burgh schools, and others whose teachers object to the interference of the junior classes.

(*b*) Schools from which the students come to the universities.

(*b*) This comes out beyond doubt, when we consider the second point, the class of schools, namely, from which the majority of students come to attend the universities. From the University of Aberdeen we have a return of the number of students who have matriculated during the last five years, under the following heads:—

1. Those educated at the New Grammar School.
2. Do. do. any other Burgh School.

3. Those educated at Parochial schools in Aberdeen, Banff, and Moray.
4. Do. do. in any Public school (not being a Burgh school or Parochial school in one of the three counties).
5. Do. do. Private schools or other places of education.

Relation of the schools to the universities.

And from these returns it appears that out of 670 students, 318 came from the two first classes of schools, and 352 from the others. In like manner, out of 764 students attending the arts and mathematical classes in Edinburgh, Glasgow, and St. Andrews Universities, it appears from the tables in the Appendix[1] that only 35, 46, and 47 per cent., at the respective universities, have been educated at Burgh and Middle-class schools, the remainder having come to the universities from Parochial or Free Church schools, or having been educated out of Scotland, or by private means.

Not one-half of the students attending the universities have ever been at a Middle-class school.

These results authoritatively prove that the proportion of students coming from the Burgh and Middle-class schools to the universities is comparatively small, and in no case does it reach half the number of students who matriculate each year at the several universities. It is larger at St. Andrews than at any of the other universities; but at St. Andrews we have returns from only 74 students altogether; and of these 35 were educated either at Burgh schools proper, or at Academies, Grammar schools, and Colleges. But of this number nearly one-half belong to the College Hall connected with the University, and filled mainly from the Edinburgh Academy and such schools. This is a feature new to Scottish Universities, and however valuable in itself, its existence must be kept in view in any general consideration of the facts bearing upon the question of the relation of the Burgh and Middle-class schools to the universities.

Proportion of students from the Middle-class schools higher at St. Andrews than at the other universities.

Accounted for by the College Hall.

(*c*) As to the third preliminary question, the age, namely, at which the students go to the universities, we have full information, derived from several sources.

Age at which students come to the universities.

From tables which will be found in the Appendix,[1] and need not be reproduced here, it appears that sixteen, seventeen, and eighteen are the ages at which the majority of students come to the *junior* classes.[2] There are no students under fourteen years of age, and nine only out of 459 are under fifteen. 8 per cent. are fifteen, 19 per cent. are sixteen, 18 per cent. are seventeen, and 10 per cent. are eighteen. These tables are substantially corroborated by the returns from Professor Blackie's classes, extending over a period of six years, which will be found in the Appendix.[3] But during these years it appears that five students have attended the Greek classes who were only thirteen years of age; 2 per cent. were fourteen, and 9 per cent. were fifteen. In the smaller area

[1] App. D.

[2] 'The usual age of matriculation at Oxford (no record is kept at Cambridge) is 'between eighteen and nineteen. Of 430 who matriculated in 1862, only 22, or '5 per cent., were below eighteen years of age, while 209, or 49 per cent., had 'attained the age of nineteen.'—*Public Schools Report.* 1864.

[3] App. D.

Relation of the schools to the universities.

of a single class of Logic, Metaphysics, and English literature at St. Andrews, very similar results are obtained, 7 per cent. being fifteen years of age, 23 per cent. sixteen, 11 per cent. seventeen, and 20 per cent. eighteen. Such are the main statistical facts to be learned from these returns. But it is also to be observed that there is comparatively little difference between the ages of students at the senior and at the junior classes. There are nearly as many very young men at the senior classes as at the junior, and almost as many older men at the junior as at the senior classes, as may be seen from the following tables of the numbers of students in the senior and junior classes, arranged according to three periods of age.

NUMBERS of Students in the Senior and Junior Classes, also in the Three periods of Age of 882 Students in the Four Universities, and of 1212 under Professor Blackie.

AGES.	Numbers in Senior and Junior Classes.					
	The Four Universities.			Professor Blackie.		
	Senior.	Junior.	Together.	Senior.	Junior.	Together.
19 and under, .	234	307	541	386	421	807
20–24 inclusive,	153	118	271	152	165	317
25 and above, .	36	34	70	35	53	88
TOTAL,	423	459	882	573	639	1212

CENTESIMAL PROPORTIONS OF NUMBERS in Senior and Junior Classes with reference to preceding Table.

AGES.	Centesimal Proportion of Nos. in Senior and Junior Classes.					
	The Four Universities.			Professor Blackie.		
	Senior.	Junior.	Together.	Senior.	Junior.	Together.
19 and under, .	55·3	66·8	61·3	67·4	65·9	66·6
20–24 inclusive,	36·2	25·7	30·7	26·5	25·8	26·1
25 and above, .	8·5	7·5	8·0	6·1	8·3	7·3
TOTAL,	100·0	100·0	100·0	100·0	100·0	100·0

Conclusion to be drawn from the returns as to age.

The conclusion, therefore, to be drawn from these returns is this,—sixteen, seventeen, and eighteen are the ages at which the majority of students enter the universities; a small proportion are rather younger, but 33 per cent. are at and above twenty years of age. In the Burgh and Middle-class schools we found scholars who were over seventeen, one or two who were twenty, and 853 who were sixteen and above. It may be said that if the universities did not take such young scholars we should probably have found none. On the other hand, where is the line to be drawn at which school age

should end and university age begin? If at sixteen, then the universities may be said to interfere with the schools, but equally the schools interfere with the universities, as they educate very nearly as many scholars of that age and above as the universities educate under that age. This point, however, is important, and it will be considered more fully later in discussing the general result of these statistics. Relation of the schools to the universities.

(*d*) The fourth preliminary point to be raised here is the quantity of instruction given in the junior classes of the four universities. This is a point of much general importance, though from reasons explained subsequently, it does not affect the question at issue to the same extent as the three other points already discussed. The information on this head is tolerably complete, and it can best be shown by arranging the returns according to the subjects of instruction, and the four universities in the manner exhibited in the following pages:— Work done in the junior classes of the four universities.

TABLE I.—BOOKS used in the Junior Latin and Greek Classes in the undernoted Universities.—Session 1866-67.

CLASSES.	ABERDEEN.	EDINBURGH.	GLASGOW.	ST. ANDREWS.
1. Latin,	Cicero, *Oratio pro Sestio*, 69 chapters. (Provectiores.) ,, First Catilinarian, 13 chaps. (Junior Section.) Horace, most of the Odes in B. III., in all 756 lines; and the sixth Satire of B. I. Total, 887 lines. Juvenal, Satire xiii., and 95 lines of Satire xiv.; in all 344 lines. Livy, B. III., 8 chapters. (Provectiores.) ,, B. VIII., 24 chapters. (Junior Section.) Ovid's *Fasti*, 947 lines. Ramsay's *Roman Antiquities*. (Weekly examination on a portion of.) Latin Composition.—Verse or prose. (Given weekly.)	Cicero, Two speeches. Horace, 1 Book, *Odes*. ,, 1 Book, *Satires*. Virgil, 2 Books, *Georgics* or *Æneid*. Livy, 1 Book. Tacitus, Half *Agricola* or *Germania*. Composition, Roman Antiquities and History, and voluntary reading by a large portion of the class.	Cicero's *Divinatio in Q. Cæcilium*. Horace's *Odes*, a few of. Virgil, First Georgic, and some of the *Eclogues*. Ramsay's *Manual of Antiquities*, first half. Manual of Prosody, first half. Roman History, in *The Student's Rome*, from the kings up to the end of the Samnite war. Lat. Prose, about 40 exercises. Translation, a few.	Cicero, *Pro Milone* (about half). Horace, 1 Book, *Odes*, and some of the *Satires*. Virgil, 1 Book, *Æneid*. Livy, 1 Book. Prose Composition.
2. Greek,	Arrian's *Anabasis*. B. III. Arnold's *Greek Prose Composition*, with written exercises, at various times. Euripides, *Orestes*. 1-450. ,, ,, 600-1300. (Provectiores.) Homer, *Iliad*. Book IV. *Poetæ Gnomici Græci* in extracts. (Provectiores.) Occasional Lectures or Expositions.	Edward's *First Greek Reader*, part of. Homer, *Odyssey*. A book read *by* the students. Two books read *to* the students. Xenophon's *Memorabilia*, part of. Clyde's *Greek Syntax*, as a book of reference for daily exercises in composition. Greek conversation, daily exercises. Private readings by from a dozen to twenty students, fully equal to the amount of reading done publicly in the class.	Herodotus, about 1½ book. (Provectiores.) Homer, about 1 book. (Provectiores.) Xenophon, about 1½ book. (Provectiores.) Sandford's *Extracts and Exercises*. Grammar.	Euripides, a play. Academy *Greek Grammar*. (Before Christmas.) Homer, *Iliad* or *Odyssey*, one or two books. Xenophon's *Anabasis*, generally the third book. List of irregular verbs (for some time after Christmas.) Occasional exercises, first, in parsing or derivation, and, afterwards in Greek composition (during the last two months). History and Geography, one hour a week (during some part of the Session).

TABLE II.—SUBJECTS TAUGHT and BOOKS USED in the Junior Mathematical Classes in the undernoted UNIVERSITIES, Session 1866-67.

SUBJECTS.	ABERDEEN.	EDINBURGH.	GLASGOW.	ST. ANDREWS.
1. Geometry,	(Text-book, Euclid's *Elements*, Pott's or Todhunter's edition.) Euclid, Books I. to VI., and XI. to proposition 21. *Deductions*—Generally two given out every day, so that about 130 were given out while going over Euclid. *Propositions*—A few were added on 'Transversals,' etc.	Playfair's *Geometry, i.e.*, Euclid, B. I. to VI., with part of B. XI. Elliott's *Practical Geometry*, Prospective Elevation. Mulcaby's *Pole and Polar*. Wallace's *Modern Geometry*, Conic Sections.	Euclid, I. to IV. (Lower division.) Euclid, II. to VI. (Upper division.)	Euclid, B. I. to IV. (Todhunter's, Pott's, or Playfair's.
2. Algebra,	(Text-book, Todhunter's or Lund's edition of Wood's.) All the elementary part of the subject, up to Quadratic Equations.) The Theory of Proportion and Ratio. Permutations and Combinations. Logarithms and Logarithmic Series. Scales of Notation and theory of Numbers. The Progressions. Binomial and Multinomial Theorems. Compound Interest and Annuities.	Logarithms theoretically examined.	Todhunter's *Algebra* for beginners, nearly the whole. (Lower division.) Todhunter's larger *Algebra*, up to the Binomial Theorem. (Upper division.)	Todhunter's larger *Algebra for Schools and Colleges*, as far as Simple Equations, and including Theory of Arithmetic.
3. Trigonometry,	(Text-book, Snowball's or Todhunter's *Plane Trigonometry*.) Measurement of Lines and Angles. Construction and use of Tables. Measurements of Heights and Distances. Trigonometrical Ratios, Formulæ. Solution of Triangles. Geometrical Applications.	Trigonometry (compiled by Professor Kelland), in Playfair's *Geometry*.	Galbraith and Haughton's *Manual of Trigonometry*, up to the Solution of Triangles, by the aid of Logarithms.	No return.

Relation of the schools to the universities.

Relation of the schools to the universities.

It will be observed from these returns that there is no very great difference in the amount of work actually performed in the four universities, and that the systems do not seem to vary materially. Rather less Greek, perhaps, is read in Glasgow than in the other universities, and mathematics are not so far advanced at St. Andrews as at Aberdeen or Edinburgh. Neither does it appear that the work done in the junior Greek and Latin classes is higher than it is in the senior classes at such schools as the Edinburgh Academy or High School, and the mathematical instruction is certainly of a higher character at four or five schools than it is at St. Andrews. On the other hand, it is impossible to estimate how much a lad learns in a university session by a simple enumeration of the books read in the class. School work can be more readily and accurately estimated in this way, because at school there is very little extra reading done in the holidays or out of school hours. A boy at school does his daily work as a task, and is glad to get it over; a student at a university knows that he has come there to study, and as a rule the greater part of his work is done out of college, and during his vacations. The work done in public at the Universities of Oxford and Cambridge, for instance, is not a tenth of the work done in private. The sixth form of a Public school will read more advanced authors, or a greater amount of them, in one year, than men will read in public for their first or even their second years, but the amount of private study carried on by reading men during these years is immeasurably greater than the whole work done in the schools. It therefore would be unfair to judge of Oxford and Cambridge by compulsory public work, and in like manner it would be unfair to the Scottish Universities to say that students would learn as much during one more year at school, as during one session at the university. It is quite true that very elementary work is done in the junior mathematical and junior Greek classes; but may not that partly arise from the fact that the work done in the schools is not so far advanced as it might be? If professors find that many of their students do not know the essential drill of Greek grammar, are they to be prohibited from teaching it? If so, they must give up teaching Greek altogether. There are students of middle age who come to the universities ignorant of the elements of algebra. For the first year they are backward, but professors assure us that many of these older students, by superior diligence, are well able, in the course of three years, to cope with the juniors who were further advanced when they began work together. These considerations must all be kept in mind in any comparison that is made between the work of the schools and the universities. If elementary work is done at college, it may be because it is neglected at school; and if the public work of the junior classes in the universities is not much higher than it is in the senior classes at the best schools, it does not follow that a student does not learn a great deal more at the end of his university session than at the end of a school year.

General conclusions to be de-

The general conclusion then to which we are driven by these returns is this. When the class of students attending the univer-

sities and the schools from which they come are considered, it is obvious that the accusation of the teachers must be taken in a very limited sense. If the junior classes in the universities were abolished next session, and an entrance examination introduced, a hardly perceptible change could be made upon the Burgh and Middle-class schools. The sharp boys who go from these schools would still go and pass the examination and enter the senior classes, and the dull boys do not generally go to the universities. The only result would be that the older men who have never been at a Burgh or Middle-class school, and are never likely to go to one, would be excluded from the universities, and the universities would lose annually 30 per cent. of their students, many of whom, the professors allege, are among the best men who attend their classes.

Relation of the schools to the universities.

These students, as the statistics show, belong for the most part to the poorer classes. The professional classes come young to the university, very few being above twenty years of age; the agricultural and artisan classes come between twenty and twenty-four, and the labouring classes at twenty-five and upwards. These classes are represented by the sons of small farmers, masons, weavers, bootmakers, shepherds, and common labourers. They go to the universities straight from remote Parish or Free Church schools in preference to the advanced schools in towns and burghs, and the reasons are obvious. Education is cheaper at the universities than it is at the schools. Two guineas or three guineas is the cost of a ticket for the Latin, Greek, and mathematical classes. A student therefore, for £8, 8s. or £9, 9s., can attend the highest teaching in Scotland for the university session. That session lasts only during the winter months—twenty-four weeks in all—when these men could do comparatively little work at home. It is not much more than half the length of the Burgh school course, which lasts on an average forty-four weeks each year. In point, therefore, of economy both of time and money the university is preferable to the school. In point of instruction the university holds out still higher attractions to a man who is willing to work. At the university he has a professor, who is the acknowledged head of the teaching profession, to instruct him, and he has a degree to carry away with him when he has completed his course. The advantages, therefore, are incomparably in favour of the universities over the schools for the poorer class of students, and hence they are attended by these students in preference to the schools. And it certainly would be a hardship if they were excluded from the advantages of what are essentially national institutions. Yet the practical exclusion of these students from the universities would result if the junior classes were abolished and an entrance examination instituted. It would seem almost as reasonable for the objectors to insist that the university fees should be raised to the same level as the school fees, and that the university session should be increased to the same length as the school sessions, as that entrance examinations should be introduced.

rived from these returns.

When the class of students and the schools from which they come are considered, the interference of the universities with the schools is very limited.

The only result of an entrance examination would be the exclusion of 30 per cent. of the students from the university.

These students belong to the poorer classes.

They find the education at the universities cheaper and better than at the schools.

On the question of age, there appears to be more reason in their objections. Boys of fourteen, fifteen, and sixteen are certainly young to be their own masters, and to be attending classes in a university.

On the question of age there is more reason in the objections.

Relation of the schools to the universities.

On all grounds, moral and physical, no less than intellectual, boys should be at school and not at college up to the age of sixteen. They should be boys, and not young men; they should be occupied in their leisure hours with the games and pastimes of boys rather than with the amusements of men; and their minds are better fitted for the drill of the schoolmaster than the lectures of the professor. But, on the other hand, a boy may be a boy too long, and this is one of the dangers of the English Public school and University system. Under that system a boy remains at school till he is nineteen or even twenty, and then goes up to the university, where he remains, almost a boy, until he leaves it at three or four-and-twenty.[1] But putting those general considerations aside, simply as a matter of economy, while many Scottish students looking to the church or to the teaching profession do not go to a university till they are well on in life, a greater number who intend to become lawyers or doctors cannot afford to sacrifice the years between twenty and four-and-twenty to their general education. When no question of money comes in, the longer an educational course is protracted, within limits, the better for the person taking it. But when a lad has to work for his living from a comparatively early age, the time devoted to education must be curtailed. Professional life implies in most cases an apprenticeship of five years or more following upon a university career. If, therefore, a man's living depends entirely upon his profession, he cannot wait until he is four-and-twenty to commence his apprenticeship. If the university course be one of three years, and the student enter at seventeen, he takes his degree at twenty, and finishes his apprenticeship at twenty-five.[2] The result, therefore, that we come to on this head is, that if there is to be any alteration in existing arrangements, a regulation by which the age of admission to the universities should be limited to seventeen years of age would appear to be

Those preparing for professional life, or any life demanding an apprenticeship, must go young to the university.

For these a university course of three years, from the age of seventeen to twenty, would be desirable.

[1] 'The age at which young men leave the university has been increased at least a year since I went to Oxford. They go there now on an average a year later; the three years' residence have become more nearly four, on account of the multiplied examinations; the consequence is, that twenty-two or twenty-three is the age to which they attain at the university. *I own I think the course of training at Oxford is too boyish for that age. I wish to terminate the boyish age for that capable of maturer studies rather sooner.*'—Evidence given by Dr. Moberly, Head Master of Winchester, before the Public Schools Commission.

In illustration of this, we give the following information from an article in *Macmillan's Magazine* of June 1867:—'Milton passed from St. Paul's School to Cambridge (1624) at the commencement of his sixteenth year. Andrew Marvell entered Trinity College, Cambridge, in his fourteenth year (1633); and notwithstanding a considerable break in his stay there, he took his B.A. degree at the age of eighteen. Addison passed from the Charterhouse to Oxford (1687) at the age of fifteen; at seventeen he became a Demy of Magdalen; before twenty-one he had taken his M.A. degree. And to come to our time, Lord Westbury, who was born in 1800, took his B.A. degree at Oxford with all but the highest honours when he was under the age of eighteen.'

[2] 'The time demanded for education, and therefore the expense of it, appear to be on the increase; and the universities are practically closed to men whose means or destination in life do not permit them to give up after leaving school three or four additional years, about half of which are spent merely in school work, and the remaining two partly upon Latin and Greek.'—*Public Schools Report*, 1864.

deserving of consideration. Such a regulation would undoubtedly have a considerable effect upon the numbers attending the junior classes in the universities. Twenty-nine per cent. of the whole 459 students in these classes are under seventeen years of age. Whether or not the majority of such students come from the Burgh and Middle-class schools it is difficult to ascertain. But as the majority of the older students do not come from these schools, but from Parochial schools and schools on that model, it is reasonable to suppose that at least a very considerable proportion of the younger students do belong to the middle classes, and have been educated at the Burgh and Middle-class schools. On this head, therefore, of the objections it appears that the schoolmasters are well entitled to be heard.

Relation of the schools to the universities.

If any alteration is to be made, age of admission to the universities might be restricted to seventeen.

It may be well, however, that another feature of the case be kept in view. It is not an uncommon thing for the boys of the middle classes in Scotland to take a Scottish university course on their way to the English universities. The number of those who do so is increasing annually. These boys have, generally speaking, been educated at the Middle-class schools, gone young to the Scottish universities, and passed on to England at the age of nineteen or twenty. If these boys were restricted from attending the Scottish universities until they were seventeen years of age, it is probable that in most cases they would not be kept longer at the Scottish Middle schools, but passing over these schools and the Scottish universities, they would go to one of the English Public schools, and from thence to Oxford or Cambridge. The numbers of such scholars would probably not be very great annually, but in considering the effect of such a restriction upon the Middle-class schools, the possible contingency alluded to here should be borne in mind. Such a restriction would be a loss to the Scottish universities: it would not necessarily be a gain to the Scottish schools.

Objection to this.

This difficulty, however, might be met by a simple expedient, and one that might possibly be acceptable both to the professors and the teachers. The restriction to seventeen years of age is mechanical and unnatural, and interferes unduly with the free choice of the parents who may wish to advance their sons from the Middle-class schools, but may not wish to send them to England. Some boys may by their unusual ability have reached the highest classes in the best schools in Scotland by the age of fifteen. Why should they be prevented from going on to the universities, and be practically driven out of the country to carry on their education? It would not be unreasonable that they should be allowed to attend the university classes. But they are not seventeen years of age, therefore if this restriction be enforced they must either waste two years in doing little or nothing, or go out of Scotland. To meet this difficulty, would it not be possible to lay it down that seventeen is the university age, and any one above that age is free to enter the university as at present, subject to no examination unless he wish to enter the senior class at once. But if he be under seventeen years he should be subjected to a matriculation examination. If he could pass this examination he would be considered qualified

How to meet this difficulty.

Relation of the schools to the universities.

Matriculation examination for all under seventeen.

to enter the universities; if not, he should return to school. This suggestion would meet the difficulties of the teachers and of the professors, and would not prejudice any one. None of the older students would be excluded, and only those of the younger students who are unfit for the university. A difficulty might arise about the matriculation examination. Even as it is, the system by which the examination of candidates for the senior classes is left to the professors alone is not perfectly satisfactory. Any dissatisfaction that exists is more in imagination than in reality. But it is quite unnecessary that any such feeling should exist, even in imagination, when it could be easily obviated. At present the examination of candidates for the senior classes is conducted by the professor in compliance with the ordinance of the Commissioners.

Objections to the present system of examination for admission to the senior classes.

Two distinct objections are urged against this system. It is said by one set of objectors that the professor may be induced to simplify the examination to attract scholars from the schools to his senior class; and by another set of objectors, that he may be induced to make it too difficult for the majority of students, in order that they may have to remain in his junior class before proceeding to his senior one. These objections destroy each other, and they are both unfounded, but we have heard them both urged against the present system both by teachers and others interested in the question. But they can readily be obviated. In each university an examiner is appointed to assist the professor in examining for degrees. The duties of this examiner are not onerous at present, and might not he be enjoined to assist the professor in the examination for admission to the senior classes as well as for degrees? Or if examiners be appointed for the Secondary schools, it might be part of their duty to assist the professors in examining both those under seventeen years of age, and those who desire to pass on to the senior classes. Such an addition to the staff of examiners would be satisfactory to the teachers, and not unsatisfactory to the professors.

Objections obviated by joining the examiner in arts and the Secondary schools examiner to the staff of examiners.

Answer to 1st question,—Universities do interfere, but to a much more limited extent than is generally supposed.

The answer, therefore, on the whole subject that we would give to the first general question is this,—The Universities do apparently interfere with the Burgh and Middle-class schools, but to an extent much more limited than is generally supposed. Not one-half of the students who go to the universities have ever thought of attending either a Burgh or a Middle-class school. About 42 per cent. only of the students come from these schools. Of this number, speaking roughly, perhaps one-half are under seventeen years of age, and to that extent alone can the objections of the schoolmasters be sustained. Twenty per cent. of their scholars who go to the universities leave their schools too young, if seventeen be taken as the proper age to commence university life. But a certain proportion of these each year are in the highest classes of the schools, and could not reasonably be kept longer at them. Provision should be made by which these scholars might be moved onwards to the universities; and this might be done by instituting an entrance examination at the universities for all who are under seventeen years of age, and for no others. This examination should be conducted by the professors, the University examiner in each

This interference might be checked by a limited restriction.

University, and the Secondary school examiner, if such examiners should be appointed.

Relation of the schools to the universities.

§ 2. We now come to the second general question proposed to be discussed here—the question, namely, as to whether the relation between the universities and the schools can be drawn closer than it is at present. On this subject Mr. Macdonald, the rector of the Ayr Academy, in his answer to the question of the relation between the schools and the universities, says,—'In any case, let the 'relation between the Burgh schools and the Universities be closer 'and less antagonistic than it is at present.'[1] We have here to consider the means by which such a result can be attained. These may be said to be of a threefold character, affecting the professors, the teachers, and the scholars.

2d question,—Can the relation of the universities to the schools be drawn closer than it is? Three methods suggested.

It is of great consequence that the professors in the different universities should be placed on some more intimate relationship with the Secondary schools than they are at present. In the four University towns there are at least five very important schools, namely:—The High School and the New Academy in Edinburgh; the High School in Glasgow; the Madras College in St. Andrews; and the New Grammar School in Aberdeen. We did not hear that the professors in any of the universities showed much active interest in any one of these five schools; neither were we led to understand that their interest was much courted by the teachers. Occasionally some of the professors attended at the general examinations on invitation, and at one of the schools as official examiners. More, however, than this is required if any good is to come out of this relationship. In the Special Report upon the Madras College, St. Andrews,[2] we have entered more in detail into this question, and have shown that there was a desire expressed in St. Andrews that the Board of Management in the Madras College should be widened, and some members of the professoriat of the United College should be placed upon it, in order to establish a direct relationship between the University and the Madras. So long as the Burgh schools are under the exclusive management of Town-Councils and municipal bodies, it is impossible that a similar arrangement could be carried out with regard to the High Schools of Edinburgh and Glasgow and the Grammar School of Aberdeen. But in the event of the establishment of new schools for secondary instruction in connexion with any general system of education emanating from a central authority, it might be well to bear in mind that there does exist a feeling in favour of the nomination of some members of the universities to the Board of Management, in order to induce them to take a personal interest in the success of both the schools and the scholars. The probability of strengthening the connexion between the schools and the universities might be an argument against exclusive municipal management, if it were understood that the professors in the different universities would be willing to be placed upon the Boards of Management. Without

Professors should be placed on more intimate relationship with the secondary Schools.

[1] Answers by Mr. Macdonald, App. p. 213.
[2] Report on Madras College, St. Andrews.

Relation of the schools to the universities.

some such responsible position little more could be done by the professors than is done at present, as any *active* interest in the schools by the body of professors might be resented as an interference.

It is impossible that all the Secondary schools in Scotland can be managed directly by members of the universities. The effect of their having a voice in the management even of a few of them, whether beneficial in its results or not, would at least be worthy of trial. With regard to the teachers, however, there is no such impossibility.

Teachers should all be graduates in some university.

All the Elementary schools in Scotland will henceforth, it is presumed, be taught by men furnished with certificates of competency. In the same manner it would be well that all teachers, or at least all the principal teachers in all departments of the Burgh and Middle-class schools, should be similiarly furnished with either a university degree, or with some diploma or certificate of competency from the universities, or some such body; and that this certificate should be at the very least of as high a character as that held by the best teachers in the Elementary schools. It is very much by the institution of such a regulation that the relation between the schools and the universities can be drawn closer.

Opinions. Professor Veitch.

'An intimate connexion,' says Professor Veitch,[1] 'between the Burgh schools 'and universities is very desirable. In the first place, it is desirable that the 'masters of the Burgh schools should have some university education, both as a 'means of general culture for the teacher himself, and as affording him an insight 'into the wants of those pupils who are destined for a university course. It 'seems to me that no aptitude in the mere art of teaching can compensate for 'the lack of breadth of view and elevation of ideal in the *matter* of instruction, 'which can be acquired only through a course of liberal university education. I 'should be inclined to suggest that an amount of university attendance, similar 'to that which was formerly required for the degree of Bachelor of Arts, should 'be demanded of candidates for at least the head mastership of a Burgh school.

'In the second place, there would be an advantage in requiring the candidate '(or presentee) for a Burgh school to hold a certificate of competency from some 'examining board—as, for example, the present University Board, instituted for 'the examination of parochial teachers.

'In the third place, the Burgh schools, as the principal and immediate feeders 'of the Arts classes in the universities, should have in them provision for a more 'efficient and advanced training than they possess at present in certain depart-'ments, especially the following; viz., classics, mathematics, and English com-'position. Such a provision would serve more than almost anything else to 'elevate the standard of training in the Arts classes in the Scotch Universities.'

Professor Geddes.

In the same manner Professor Geddes says,—'Another link of 'connexion might be established, by entrusting the examination 'of presentees to offices in these schools to the university of the dis-'trict to which the school belongs, in accordance with the precedent

Mr. Ochter Lonie.

'adopted in the Parochial Schools Act.' Mr. Ochter Lonie, of the Madras College, St. Andrews, answers in almost identically the same words: . . . 'The examining part to vest in the four University 'Senates, each within their respective bounds' (as in the Parochial Schools Act), 'with power to examine *teachers-elect*. . . . The pro-'posed functions of the universities as examiners of teachers-elect and

[1] Answers by Professor Veitch, App. p. 224.

'of advanced school pupils, would secure a link between them and 'the Burgh schools of sufficient power to raise and direct the teach- 'ing of the latter.' As has been already shown,[1] only 36 per cent. of the masters in the Public Middle-class schools in Scotland hold any university degree. This proportion is higher than the proportion of graduates in the Elementary schools, but, on the other hand, the number of Normal-school trained teachers in the Elementary schools is much higher than it is in the Middle-class schools. Without advocating the employment of Normal-school trained teachers in the latter class of schools, except in subordinate positions, it would be better to have such teachers than, as at present, teachers with no specific qualification of any kind. But it cannot be considered unreasonable that a university degree, or something equivalent, should be deemed a necessary qualification for the position of teacher in a Secondary school. Putting aside the effect that a completed university course is likely to have upon the teacher himself, there can be no doubt that an intimate connexion would be formed between the universities and the schools if a degree were held essential to the appointment of a teacher, and if all the Secondary school teachers in Scotland had passed through the full university course, and had graduated, the antagonism between the schools and the universities could not fail to be diminished. It might be well to consider also whether graduation with honours should not be enjoined as a qualification for the higher masterships in the best schools. A preference would naturally be given even now in favour of class-men over ordinary pass-men. But the numbers of graduates in honours is still very small annually. Except at Aberdeen, during the last five years very few men indeed have taken honours. The average for each year, as the following table shows, is only 12 at Aberdeen, 3 at Edinburgh, 2 at St. Andrews, and not quite 1 at Glasgow.

Relation of the schools to the universities.

DEGREES IN ART during Five Sessions.

UNIVERSITIES.	1862.		1863.		1864.		1865.		1866.		TOTAL.		Average about	
	Ord.	Hon.	Ord.	Hon.	Ord.	Hon.	Ord.	Hon.	Ord.	Hon.	Ord.	Hon.	Ord.	Hon.
ABERDEEN, . .	52	22	45	11	48	9	37	9	39	11	216	62	43	12
EDINBURGH, .	26	..	27	1	35	2	30	4	23	7	141	14	28	3
GLASGOW, . .	23	1	21	..	9	..	17	0	27	2	97	3	19	0⅗
ST. ANDREWS,	2	1	8	3	13	1	14	2	13	2	50	9	10	2
TOTAL,	103	24	101	15	100	12	98	15	102	22	504	88	100	17⅗

If, however, it came to be recognised generally that the best positions in the teaching profession were reserved for those only who had taken honours, and if those positions were made of sufficient

[1] Chap. v. p. 78.

Relation of the schools to the universities.

value to induce good men to stand for them, an important stimulus would be given to the best stamp of university men to take honours, and by this means the benefit of a university career would be greatly enhanced.

Bursaries from the schools to the universities should be established and thrown open to competition.

But the third, and the most important means by which the relations between the universities and schools might be made more intimate, is by the institution of bursaries or scholarships open to competition to all comers, offered by the universities, and to be held during university career. Scholarships and bursaries to a very large extent do exist now in connexion with all the universities, but in two, or indeed in three of them, they have no influence upon the Middle-class schools, and from their very nature can have no influence. In the University of Glasgow there are bursaries of the annual value of nearly £1400; but with the exception of four or five of these bursaries, amounting altogether to about £150, they are in the gift of private individuals, and, as such, are not open to competition, and therefore can be of little or no service to the schools. There are, in addition to these bursaries, the Snell Exhibitions, the Eglinton Scholarships, and the newly-instituted Luke Scholarship, which are open to competition from Glasgow, and the Ferguson Scholarships, which are open to the whole universities. Statistics are not wanted to show what the Snell Exhibitions have done for Glasgow University, or to prove that the best schools in Scotland have annually sent their best men to Glasgow in order that they may compete in time for these exhibitions, which are the highest university honours that can be gained at any of the Scottish Universities. The Ferguson Scholarships have already exercised a highly beneficial effect upon the school and college education in Scotland, and will continue to do so each year. If, then, the £1200 a year which is spent in Glasgow on close bursaries were spent on bursaries open to competition, the influence upon the schools would be enormous; and such an agency more than entrance examinations or mechanical restrictions upon age, would draw closer the relation between the two kinds of educational institutions, and destroy the antagonism that exists between them. A similar account may be given of the University of Edinburgh. The bursaries there are almost exclusively close, and only those in the patronage of the Senatus Academicus are open to competition. At St. Andrews, the competition for such of the bursaries as are open is authoritatively said to have the best effect on the schools in connexion with the Universities. In the north, the whole energies of the scholars and teachers in all the schools, Parochial as well as Burgh and Middle-class, are exerted in order to gain the bursaries open to competition at the University. The stimulus given by the bursary competitions to teachers and scholars, and the spirit of wholesome rivalry and emulation which is roused throughout the three counties of Aberdeen, Banff, and Moray, is one of the features best worthy of notice, educationally speaking, in the north. Whether the subjects of examination for these bursaries, and the preponderance given to classics, to the practical exclusion of all other subjects, be judicious or not, is a totally different question, and does not affect

the argument. The open bursaries at Aberdeen have the best possible influence upon the relation of the schools to the universities, an effect that it would be well if the other universities could similarly produce. Relation of the schools to the universities.

§ 3. The general conclusions, then, which we arrive at in this chapter, are— Results.

1. When we consider the class of students who attend the Scottish Universities, and the schools at which they have been educated, it is evident that not one-half of them come from the Burgh and Middle-class schools, whose teachers object to the existence of the junior classes in the universities. But when we consider the age at which a considerable proportion of the students enter the universities, the objectors are worthy of being heard. If seventeen be taken as the age at which school life should end and university life begin, then it appears that 29 per cent. of the students come too young to the universities, and the majority of these have been educated at the Burgh and Middle-class schools. A considerable proportion of these lads are too far advanced for the schools, and should not be excluded from the universities. But there are undoubtedly some of them who are not fit for the universities, and would be much better at school. If, then, seventeen were taken as the proper time for university life to commence, it might be well to consider whether or not there should be a matriculation examination instituted, which all boys under seventeen years would be required to pass before entering the universities; and, if such an examination were instituted, whether the university examiners and the secondary school examiners should not be joined with the professors to assist in the examination. In other respects, the 14th ordinance of the University Commissioners works well, and the schools should put forth all their energies to bring their scholars on to pass the entrance examination enjoined by it, and so enable them to shorten their university career to three years instead of four. By this means they would be doing good both to themselves and to the universities.

2. If the relation between the schools and the universities be, as the teachers say, antagonistic, that antagonism can best be removed by inducing the professors to take more interest in the schools; by fostering the connexion between the two institutions; by inducing all secondary school teachers to become graduates in one of the universities, and by throwing open the bursaries in the universities to the competition of all the schools.

CHAPTER X.

PRIVATE SCHOOLS.

Day Schools—Elementary—Advanced—Boarding Schools—Buildings—Playgrounds—Cost of Education—Scholars—Physical Training—Games—Gymnastics—Moral and Religious Training—Attainments of Scholars—Conclusion.

Private Day schools.

The Private schools for the middle and upper classes are of two kinds—Day schools and Boarding schools. The former are either for the elementary branches or for the higher subjects of education. Those for the elementary branches were, at one time, recognised by

1. Elementary.

the civic authorities in some towns as a necessary supplement to the Burgh or Grammar school; and as lately as the beginning of the present century there were several such Elementary schools authorized in Edinburgh. Without this sanction they could not have existed in face of the legal restrictions enforced against adventure teaching of every kind. But with the extinction of monopoly in education, Private Day schools have sprung into existence in all our important towns. To describe and characterize at length all such schools would require a report by itself; and it must be understood that our present remarks refer only to those of the highest class, offering in their school buildings, their staff of teachers, in their rate of fees, and in the social position of the scholars, a guarantee (so far as these external circumstances can give a guarantee) that they will provide a fair amount of elementary education, and of culture in the way of manners, health, and morals. Such schools are not to be confounded with the low class of Adventure schools that exist, unfortunately, for the humbler ranks, who are unable to judge what a school really should be, and are often tempted by the scale of fees to desert the Sessional schools for those wretched seminaries; nor are they to be mixed up with those other schools, somewhat higher, but still second-rate, generally undermastered, and always without systematic teaching, which are largely patronized by a class between the lower and the upper ranks, the smaller shopkeepers, foremen in public works, and others of a similar social grade. The Elementary schools, represented by the specimen described in our special Reports on Private Schools, are the nurseries, as it were, of those Burgh and Grammar schools that have no elementary departments (as is the case in Edinburgh and Aberdeen), or where the elementary department has not yet had time to develop itself (as in Glasgow). They

are therefore in those places necessary for a complete course of education, unless the upper and middle ranks can be expected to content themselves with the mixed teaching of the Sessional schools, or with the practising department of the Training Colleges, which was certainly not intended for them. In the smaller burghs, where the Public school, as a matter of course, performs the two functions of a Primary and a Secondary school, there is no necessity for their existence. Private Schools.

If we judge by the specimen described, we should perhaps estimate these Private schools for the upper and middle classes rather too highly; but there are others that rank on an equality with it. The best boys, and those who distinguish themselves most in the Edinburgh Academy, at least in the earlier years of their course, come almost entirely from Elementary schools under private management; and the honours are pretty equally divided, in proportion to their numbers, among four or five seminaries of this class. One great reason of their efficiency is due to the Normal schools, in which a large proportion of the teachers in them have been trained. For elementary and systematic teaching there are no schoolmasters better qualified; none, indeed, so well. It is quite another question whether it is the province of Normal schools to train teachers for the upper and middle ranks. Their avowed aim is to rear them only for the children of the labouring classes, but the extension of their benefits to a higher social grade is scarcely a matter for regret. The fact at any rate is undeniable, that the teachers in the Private schools are largely drawn from them. For example, in the school described in the special reports, the senior master was educated at the General Assembly's Model School, and was afterwards assistant in the Free Church Normal School; the fourth class master was a pupil teacher in the late Dr. Andrew Thomson's School, and subsequently a Queen's scholar in the Free Church Normal School; the third class master was a pupil-teacher in the Southern District School, and a Queen's scholar; the second class master was educated at Mr. Oliphant's School, Edinburgh; the first class master was a pupil-teacher in Dr. Andrew Thomson's School. All, with one exception, have had the benefit of the special training paid for by the State; and the single exception is that of a master who was educated by persons well acquainted with the system of the Normal schools. Another reason for the efficiency of these schools is, that they court publicity, and throw open their doors to teachers and parents. A third reason is no doubt to be found in the fact already mentioned, that they are absolutely necessary to supplement the education given at the Public schools, so that the numbers who flock to them enable the head masters to pay their assistants well, and to retain their services for a lengthened period of years. And undoubtedly one cause why they are exceptionally good in Edinburgh, is the real interest taken in education by the community, so that any pretender who started such a school would soon be detected. One peculiarity of these schools is, that they have a department for girls, and that this department carries on their education to a much higher point than the boys' department

Private Schools.

carries them. The boys are transferred at ten or eleven, after a course of four years, to the junior class of the High School and the Academy, but the girls are taken on to English literature and composition, and often continue at the school for the higher branches of an English education, till they are fourteen or fifteen years of age.

Advanced schools.

The second class of Day schools is represented by the Edinburgh Institution, which is described at length and by name in our special reports. The object of such a school as this is, in the first place, to offer parents a more modern education than it is supposed can be got in the Public schools, where the dead languages are the basis of education; and in the second place, to allow them such a selection of subjects as they think proper. Hence, a boy who attends this school, or schools of a similar kind, is often conventionally described in Edinburgh as 'being at classes,' in contradistinction to another who attends the regular or enforced curriculum of the High School and the Academy. For boys, especially, who are backward in a particular branch, or who wish to follow a course of their own, with a view to their education being speedily turned to a profitable account, a school of this kind for the higher branches is useful. The specimen that we have selected in the Edinburgh Institution is probably one of the best in Scotland. Here also we may notice a considerable infusion of the Normal-school element among the staff of masters, although considerably less than in the Elementary schools, and with a larger admixture of University men.

Boarding schools.

Passing from the Day schools, we come next to the Private Boarding schools, which are becoming more and more of importance in the education of the middle and upper classes of Scotland. They are, comparatively speaking, of recent growth, as the feeling of the country has always been strongly in favour of a Day-school education combined with the training and influences of home. We obtained a list of the most important, as far as we could ascertain, and got full permission from the head masters of eight of them to deal with their schools exactly as we had done with the ordinary Burgh and Grammar schools. The other head masters refused to allow their schools to be visited and examined, but most of them were willing that we should see the working of their institutions as spectators. This offer we felt constrained to decline, as likely to give us no real insight into the character of the education that they furnished. The eight[1] schools that we examined adequately represent the whole class, and an account of each of them, designated by number, and not by name, will be found in the special reports.

Without following any systematic order, or attempting to give such full details as were necessary in treating of the Public schools, we shall endeavour in a single chapter to give a general notion of the character and aim of Private Boarding schools and of the education that they supply.

Buildings.

With rare exceptions the buildings used for Boarding schools are private houses adapted to their present purpose by the addition of

[1] We omit Fordyce Academy, Portsoy, as it is a school by itself, partly private and partly endowed.

schoolrooms, swimming baths, lavatories, gymnasiums, and other appliances for the use of the boys. Viewed as a whole, they may be described as well suited for their purpose. This may be said almost without reservation of the schoolrooms, the gymnasiums, and the other parts erected at the expense of the head master. It cannot be said so unreservedly of the boarding-house itself. With the best efforts to transform and adapt the original building, the bedroom arrangements are not in every case satisfactory. There are usually from two to twelve boys in a room, and the ventilation of dormitories not constructed for the larger of these numbers is sometimes defective. The custom of two boys (generally brothers) occupying the same bed is not found in the best of these schools, and is dying out in all. There is room for improvement in the introduction of 'studies' for the senior boys, where a certain degree of privacy might be obtained. The class-rooms are generally used for the preparation of lessons, and the numbers assembled together are decidedly in the way of concentrated application. Private Schools.

Most of the schools have grounds for recreation from three to twenty or even thirty acres in extent. There is one school in the list that has eighty acres of land about it, but only a portion of this is appropriated to the boys. As a rule the playgrounds are the limit within which the scholars are confined, except in cases where special leave is granted out of bounds. Such liberty, however, is granted as a privilege and occasional indulgence (and not in all the schools), and is liable to be withdrawn if any offence against the discipline of the school is brought home to those who have received it. It is not unusual, however, for boys with a turn for botany or geology, or any other study that needs a wider range than the school grounds, to be allowed and encouraged to go excursions with a master into the country round about. Making every allowance for these exceptional cases, there is a wide difference between the Scottish usage and that of the English Boarding schools, where greater liberty and larger bounds are accorded as a matter of right and tradition. Play-grounds.

The rate of fees in the schools varies from £42 to £94, 10s. a year. The former is the lowest sum charged in any of the schools that were visited for boys entering under twelve, and the latter is the highest sum charged in any of the schools for boys entering above sixteen. These fees include board, education, and books, but there are other necessary items that add from £2 to £8 a year, according to the character of the school. Drawing, fencing, music are optional branches not included in the general charge for board and education. The average bill for a boy above fifteen varies from £55 a-year at the lowest to £125 in the most expensive school; and for a boy under fifteen the average bill is from £45 at the lowest to Cost of education.

Private Schools.

£105 or £112 at the highest.[1] From this it will be seen that whatever the schools may be in other respects, they do not try to attract by cheapness. A bill of £125 is large enough for the board and education of a boy about sixteen, more especially as it does not include clothes, travelling expenses, or pocket money; and £45 for a boy of twelve would more than cover the expenses of a scholar attending an ordinary Burgh school and lodging or boarding with a friend in town.

Classes that attend the schools.

As might be expected, then, from the cost, the scholars that attend these schools belong to the upper and middle ranks. They may be divided into a variety of classes;—the sons of officers and others resident abroad; the sons of country gentlemen in whose neighbourhood there is no convenient or suitable school; orphans, and more especially the sons of widows who, it may be, find the charge of their children too much for them at certain periods of their career; boys whose fathers are immersed in business, and who want either time or inclination to superintend the education of their sons; boys whose parents estimate highly the advantages to be gained at a Boarding school in the way of cultivation and polish, and who believe that better physical development and training, more self-reliance and manliness of character, can be got in them than from an exclusively home education; and lastly, a miscellaneous class of boys whose education has been neglected, or who have been idle and careless, or perhaps turbulent and uncontrollable.

For the last classes of boys these schools may be said to be a

[1] TABLE of the FEES and COST of Seven Boarding Schools.

BOYS ABOVE FIFTEEN.				BOYS UNDER FIFTEEN.			
No.	Board, Education, and Books.	Average Bill.	Remarks on Bill.	No.	Board, Education, and Books.	Average Bill.	Remarks on Bill.
1.	£94, 10s.	£125.	This includes optional classes, but not pocket-money, travelling money, nor clothes.	1.	£84.	£105 to £112.	This includes optional classes, but not pocket-money, travelling expenses, nor clothes.
2.	£94, 10s.	£116 to £120.	This includes optional classes, pocket-money, travelling expenses, and clothes (in part).	2.	£84.	£100 to £104.	This includes pocket money, travelling expenses, and clothes (in part).
3.	£77, 10s.	£80.	This includes no extra classes, but only a few small items.	3.	£67, 4s.	£70.	This includes no optional classes, only a few small items for clothes, etc.
4.	£65.	£70.	This includes tailors and shoemakers' bills and repairs, and music.	4.	£44-£54, 10s.	£57.	This includes tailors and shoemakers' bills for repairs.
5.	£54.	£55.	This does not include optional classes, nor pocket-money, travelling expenses or clothes.	5.	£43, 15s.	£44, 16s.	This does not include optional classes, nor pocket-money, travelling expenses, and clothes.
6.	£52, 10s.	£55 to £60.	This includes all expenses except pocket-money, travelling expenses, and clothes.	6.	£42-£47, 5s.	£45 to £50.	This includes all expenses, except pocket-money, travelling expenses, and clothes.
7.	£50.	Not given.		7.	£45.	Not given.	

convenience; but for the first three classes, and especially for those boys who are sent home from abroad, or who come from country neighbourhoods, Boarding schools are a necessity. The parents are placed in this position, that they must either send their children to a Day school, and board them with one of the masters of the school (perhaps with a stranger in town), or entrust the entire direction of their son's education to the head master of a Boarding school. Very naturally they prefer the latter alternative. They choose rather the single responsibility of one man in whom they can rely, than a responsibility divided between the masters of a Day school and the person with whom their children board. The three things that they have to look for are—the health, the moral and religious training, and the attainments of their boys; and these three things the head master of a Boarding school professedly undertakes to supply, so far as they lie within his power. Private Schools.

In our examination of the schools that came under our notice, and in all the inquiries that we instituted regarding them, we kept these points in view, and to the best of our ability we shall state how far these schools fulfil their obligations.

First, as regards the health of boys at Scottish Boarding schools, it may be safely asserted that in taking means to secure this the bargain between the parents and the head master is efficiently observed. Apart altogether from the regular hours and the plain and wholesome diet, which we take for granted, there are two main means which we find employed for promoting the physical welfare of the scholars—athletic sports and gymnastics. In most schools we found a playground for cricket and football; the former levelled, turfed, and rolled, sometimes under the care of a highly-paid 'professional,' and the latter duly marked off with bounds and goals, after the most approved fashion of the English Public schools; and in most of the school-bills that we examined there were charges for cricketing clothes, for bats and balls, and club expenses, forming, in some cases, no unimportant item in the general account. Kept within due bounds, these games are of the utmost value. Their legitimate use is to promote the health of the boys, to give them an interest in what they are doing while gaining health and vigour, to counteract the tendency to over-study, and to remove all pretence for the lounging and listlessness of indolent boys. The result of our inquiries on this point was that, on the whole, games have been made subservient in Scottish Boarding schools to these important ends, but that there was a growing tendency to set too great value upon them; to multiply them beyond reasonable bounds; to put the captain of the eleven on a level with the dux of the school; and to rank the laborious pursuit of pleasure as high as the self-denial required for intellectual study and improvement. Physical training. Games.

Gymnastics and fencing are also largely used in the Boarding schools that we examined. There is a gymnasium in most of them, and fencing masters of distinction devote several hours a week to the practice of their art. There are, consequently, no schools in Scotland that can compete with the Boarding schools in this branch of education. In former times, fencing would seem to Gymnastics and fencing.

Private Schools.

have been one of the usual subjects of instruction in Scottish schools, as for instance in Montrose, at the school attended by James Melville, about the year 1570.[1] It is recommended also by Milton, who was himself a dexterous fencer, and we cannot help thinking that it should rank at least as high in the physical training of a boy as athletic exercises.

Moral and religious training.

Passing from the subject of health and the means used to promote it, we come next to the moral and religious training of Boarding schools. This is by far the most important part of the duty which they undertake, and it is also the most difficult to estimate. In this aspect of their obligations they offer rather a contrast than a comparison with Day schools. The latter profess only to teach scholars their lessons, and their responsibility ends when this is done. But a Boarding school does something more. It is a home as well as a school. In this second character it occupies a more influential position for good or evil than a Day school. It is as a home quite as much as a school that it ought to be judged, and if its obligations for the moral and religious wellbeing of its pupils are well and faithfully discharged, this ought, we think, to be esteemed as an offset at least to any shortcomings in other respects. Our conviction is, that Boarding schools of the class that came under our notice honestly fulfil their trust. The limited number of scholars in each school seemed to us to give a judicious head master facilities of appreciating the character of every boy under his charge, and of adapting his training to their special requirements. The tone of the boys throughout the Boarding schools, with rare exceptions, was good and gentlemanlike. After all, however, this is merely a conviction and general impression, and a great deal more will depend in each school on the boys themselves than on their masters. Punctuality, cleanliness, obedience, to some extent good manners, may be insured by a skilful master. The qualities of good nature, patience, self-reliance, moderation must depend in a great measure on the influences exercised by the boys upon each other. In connexion with this, we may mention that while we found no fagging among the boys, there was a judicious use in several schools made of the sixth or highest form, to whom certain privileges were attached, along with certain obligations, which gave them a power and influence in the school.

On the religious, as apart from the moral, training in Boarding schools, we can necessarily say little. In those that came under our notice, there is due attention paid to the teaching of the Bible and the Shorter Catechism. The boys also are accustomed to meet regularly morning and evening for prayers, and the work of the classes generally begins with the reading of the Bible. It is the rule also among the head masters not indeed to enforce private devotions on the part of the boys, but to allow them proper opportunities for their observance. In the bedrooms strict silence, we were told, is maintained for a certain period after the boys had gone to their rooms, and it is the duty of the resident master, or of the senior boy in each room, to take care that no one shall be disturbed

[1] *Cf.* Ch. i. p. 31.

during that time. Sunday is devoted exclusively to rest from the ordinary week-work, and to the observances proper to the day. None of the schools have chapels connected with them, nor are any of the head masters (with one exception) clergymen of any church. The boys on Sunday are obliged, therefore, to attend the churches that are convenient for them twice a day. To meet the wishes and the different views of parents, they go to several different places of worship, each division under the charge of a master. This strikes us as to some extent unfortunate, and it would certainly be a better arrangement if parents, after a careful selection of the school to which they entrust their sons, would allow the latter, for the time at least, to be of the religious persuasion of the head master. The home part of the system on Sundays, as far as we could ascertain, is much the same as would be practised in a well-regulated Scottish household. The time is employed in religious and useful reading, either privately or aloud, in writing notes of the sermons, in walking within the bounds of the school, with rather longer intervals than usual for meals and talk, the whole day being somewhat shortened by the addition of an hour or two to sleep.

Private Schools.

We come last of all to the attainments of the scholars and the results of their education, so far as actual acquirements are concerned. And here we are bound to confess that Boarding schools are not on an equality with the Day schools for the middle classes. The accomplishments of music, drawing, and fencing are more studied, and probably with better effect, than in Day schools. Some knowledge also of an elementary scientific kind in chemistry, geology, and botany is perhaps given by lectures and other means beyond what is usual; but in the solider branches, and those that demand the best teaching on the part of masters, and the greatest application on the part of boys, Boarding schools cannot stand the test of a comparison with the best Burgh schools. The general standard of classical scholarship and mathematical attainments is decidedly low. The department of modern languages cannot be estimated above indifferent. English is the only subject in which there is a considerable degree of proficiency. In some of the schools it is remarkably well taught, but, on the whole, there is a stamp of mediocrity in intellectual acquirements in most of the schools and scholars. But although this is the general impression that we formed, and our verdict is an unfavourable one, when we take the schools and scholars as a whole, it does not extend to them all individually; and these general remarks require, therefore, to be corrected by an examination of the special reports.

Attainments of scholars.

Not equal to those of boys in Burgh schools.

We believe that the boys themselves are the chief cause of this result. Hardworking and industrious boys are not common anywhere; but they seem to us especially rare in a Boarding school. On this subject we prefer to give the opinions of others rather than our own. In answer to the question, 'What difficulty, if 'any, do you find in the dicharge of your duty?'—one head master says, 'The chief source of difficulty is wealth. Many of the 'boys know that they are provided for in life, and hence the 'want of the spur of necessity to compel them to work.' The

Causes of this result.

Private Schools.

answer of another is to this effect: 'that many of the boys come 'too late in life, insufficiently prepared, and with confirmed habits 'of idleness that the best master is unable to counteract.' Nor are the parents altogether free from blame. Many of them care more for a good general report of their boys conduct and behaviour than of the progress that they make in steady learning; they thus take away the strongest motive that a boy can have for working, the desire, namely, to please those at home; and it is also consistent with our knowledge, that if strong measures (short of corporal punishment) were used by a master to compel a boy to work, and to drive idleness out of him by making school irksome and painful —unless duty was conscientiously discharged,—not a few parents would, on the representations and complaints of their boys, withdraw them on some pretext or other from school. The hands of the masters are thus tied, dependent as they are to a great extent on the popularity, no less than the efficiency, of their school. The small number of the scholars also is not without a certain effect in producing the general result. The whole number of boys in the private schools examined was only 1067, and of that number there were only 590 at the Boarding schools, or an average of 65 at each. The highest number at any one of them was at the Gymnasium, Old Aberdeen, where there were 124 boys, partly boarders and partly day scholars, and the smallest number at any one of them was 30. We have already mentioned the small numbers in these schools as one reason why the superintendence of their moral training may be expected to be good; but it is quite different where intellectual attainments are concerned. If a class of a hundred, or even half of that number, is *beyond* the powers of any one man, on the other hand, a class of eight or ten or even fewer is *below* them. It is needless to expect spirit or emulation in such a handful. The best boy among them may be but a second-rate dux after all, or, if he is exceptionally good, he maintains his superiority without labour or competition.

Some of the blame, again, may be with the masters themselves; not because they are too few,—for the proportion of masters to scholars in Boarding schools is much larger than in Public Day schools, there being in all fifty-seven masters of all kinds, who have to teach 590 boys,—but because, with the exception of the head master and the visiting master for special branches, the others, as a rule, are not men above the position of ushers. It is they, however, who have to do the real work of the ordinary classes. They are generally young, and not unfrequently inexperienced. They have no interest in the school beyond the passing one of its being the place where they find a temporary employment on the way to something more agreeable, and probably altogether different. They are often mere 'birds of passage,' who have accepted their situations as a convenience or a necessity, and who have no intention of choosing the scholastic profession as their own. They may have had (many of them have had) a university education, but this implies no special training for teaching, and it is an accident if they happen to possess an aptitude in that most difficult line.

Perhaps also the number of subjects studied has something to do with the result. The programme is too diffuse in most of them, and the time must, to a certain extent, be squandered that is cut up into so many sections. It is no uncommon thing to find a boy who has drifted, we will say, into four language classes—Greek, Latin, French, and German (to say nothing of English), who, besides, is acquiring arithmetic and the elements of mathematics, together with a smattering of science and a few extra accomplishments in the way of fencing, gymnastics, drawing, dancing, and music. With his mind distracted, or, worse still, with a mere mechanical attendance at most of these classes, it is almost certain that those studies which require close attention and lengthened preparation will be neglected. As a wise and prudent rule to be followed in every case both in Boarding and Day schools, we should say that no second foreign language should be begun until a considerable progress has been made in the first,—and by a considerable progress we mean so much as implies a facility in reading and translating the language. Latin, for instance, should not be begun contemporaneously with Greek, nor should German accompany French, until the latter has been so far mastered that its acquisition can be retained without much effort or much additional study beyond practice. Such a rule as this would prevent the multiplication of languages that one boy is expected to be learning at a time. As it is, we often find a boy who knows no more than the French pronouns precipitated into the intricacies of German declension and irregular verbs. If the moderate amount of boarding-school attainments can be attributed in some measure to this cause, it may be used as an argument for concentrating the attention of boys on a few subjects, rather than diluting their minds with many.

Private Schools.

APPENDIX.

APPENDIX A.

ANSWERS TO QUESTIONS RELATING TO BURGH AND MIDDLE-CLASS SCHOOLS.

1.—John Stuart Blackie, Professor of Greek, Edinburgh. Professor Blackie.

What has been your experience on the subject of education?

I have been a Professor of the classical languages in Scotch Universities for more than twenty years. I have visited foreign schools and universities with a special desire to know their system; and I have frequently acted as examiner at Scottish burgh schools' examinations. Generally I have always had a warm interest on the state of education in Scotland, and have published various pamphlets and articles, and delivered lectures on the subject.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school.

The burgh school should consist of a rector, with subordinate masters.

2. The management of the burgh school.

The burgh school should be under the management of the burgh Town Council, with the addition of the two sheriffs and the clergy of the different churches as *ex-officio* members. I think it of the utmost consequence that men of the most various views and habits of thinking should be in the Education Board. Perhaps it might be of advantage in this view, that the university to whose district the school belongs should nominate one member to the managing body.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body.

I would give more power to the rector than is customary in some Scottish burgh schools; and I would restrict the power of the managing body as much as possible to matters of occasional legislation. Their habitual interference is pernicious.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

There are great varieties in this respect; but generally the Scotch burgh schools, so far as my observation goes, have shown a great capacity of adapting themselves to the changing wants of the community.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

All, I think, except the higher gentry.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

I believe it does. Some people, especially of the gentry, prefer English schools, merely because they are English; but if the burgh schools were properly equipped, there could be no reasonable objection to their being used by all classes, and I think they would be so used.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East India services?

There are great varieties here too; but the best burgh schools certainly are sufficient; and all might be made so, with a little serious purpose on the part of the people and the Government.

IV. *Curriculum.*

7. It is understood generally in Scotland the parents are free to choose the classes which the children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

Professor Blackie.

I think certain subjects ought to be imperative, others optional. Parents are not the best judges of what ought to be imperative; and if some subjects are not made optional, provision is not made for variety of natural talent, and young persons are apt to be overwhelmed with a multitude of subjects, which is hostile to all thorough training.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I think the proficiency of the scholar should be tested at stated intervals by examination; but I see no advantage in changing the master. The master, by continuing for three or four years, acquires a warmer personal interest in the boys, and, besides, has a longer sweep of graduated instruction for himself. I think it advantageous, however, that after three or four years of drill under the master, the scholar should pass for a year or two into the hands of the rector. The new stimulus thus applied may often prove highly salutary.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

(1.) English language; (2.) geography and history; (3.) natural history; (4.) music; (5.) drawing; (6.) sacred history and Bible lessons, but without doctrinal catechizing; (7.) gymnastics; (8.) French and German languages; (9.) Latin and Greek languages; 10.) arithmetic and mathematics. Of these numbers, (1,) (2,) (3,) (4,) (6,) (7,) (10) should be imperative, though in particular cases, for special reasons, dispensations might always be given.

10. What subjects do you believe to be preferred by the parents?

This question is very difficult to answer. Some parents, for instance, have a superstitious reverence for a classical education, and some an unreasonable low utilitarian objection to it. Very few Scotch parents would have their sons taught music, and yet that is just the subject which, according to Plato and Martin Luther, all young persons ought to be taught.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

Unquestionably; but the examiners ought to have the teachers conjoined as co-examiners, otherwise great injustice might be done to the scholars.

12. If such examiners are desirable, how should they be appointed?

They should be appointed by the universities, or some party as far as possible above the reach of local influence.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

The university should begin where the burgh school ends; and transition from the one to the other should take place, as in Prussia, only on a regular certificate of fitness. The want of this graduated system is one of the greatest evils in the present upper education of Scotland.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the Burgh School of Edinburgh, or generally upon the burgh-school system?

The one thing needful is to treat the burgh schoolmasters like gentlemen. Pay them well; and let a rector be socially equal to a sheriff. A school-rate for each county, to a very small amount, would achieve this object in the simplest possible way.

15. Have you any suggestions to make upon middle-class education in Scotland?

I think the middle-class education in Scotland is highly satisfactory, and is able to keep itself right, if only the higher schoolmasters, as I have just said, are treated like gentlemen, and paid like lawyers.

2.—Lewis Campbell, Professor of Greek, St. Andrews. Professor Campbell.

St. Andrews, Fife, *Dec.* 31, 1866.

Gentlemen,—I have now the honour of replying to the questions relating to the burgh schools which you were so good as to forward to me.

My experience on the subject of education is derived from some acquaintance as a pupil with the system pursued in the Edinburgh Academy, the University of Glasgow, and Balliol College, Oxford; and from my experience as a tutor of Queen's College, Oxford, and Professor of Greek in St. Andrews, which last position I now hold. Some of my views on the present subject have been formed after communicating with persons more experienced than myself.

I. (*a*) In each burgh school there should be a junior or preparatory, and a more advanced section. In the latter there should be the three departments of classics, mathematics, and English (including modern history), and there should be in each department a teacher for every fifty pupils. The chief classical teacher should preside as rector, with an income of at least £120 a year. The other masters should have at least £70 a year each. These salaries to be exclusive of the fees, which should be fixed by the managing committee.

(*b*) The teachers, with the exception of the under masters in classics, should be elected (irrespectively of religious persuasion) by a board of six, viz., three assessors, elected by the Town Council of the burgh, one of whom shall retire annually; one assessor appointed by the university of the district; one assessor appointed by the Presbytery (each of these two assessors to be appointed for three years); and, lastly, one member of the Central Educational Board, should such be established, who shall be appointed annually, and act as chairman, with a casting vote. The under master in classics should be appointed by the head master.

(*c*) The masters should not hold office *ad vitam aut culpam.* Gross negligence or mismanagement should make them liable to dismissal by a majority of the managing board, subject to an appeal, *on both sides*, to the Central Educational Board.

(*d*) The salaries of the masters should be provided by a special assessment on all householders above a certain rent, whose residence has exceeded a year. The school-buildings, apparatus, etc., should be maintained from the same source. Provision should be made for pensioning off teachers who have worked well for a certain number of years, or who are disabled by physical infirmity. The fund for this purpose might arise partly from a tax on the teachers themselves, and partly from a public grant.

II. The rector should be a member of the managing board, of which he should be *ex-officio* chairman, with a casting vote. The other members should be the senior of the three assessors of the Town Council, and the two nominees of the Presbytery and university above mentioned. With this small committee should rest the management of hours, fees, classes, books, etc., with the right of appeal on the part of a minority (or of the other masters) to the Central Board. Each member of this committee should have the right of visiting the different classes at stated times.

III. The control of the head master, as such, should not extend to the direct management of the several classes; but it should be understood that his advice and co-operation are always to be given and accepted where they are needed. As the chief member of the committee he will have sufficient power. In schools of the highest class, it is perhaps best that the head master should have sole power; but it would be premature to introduce this change into the burgh-school system.

IV. The existence and success of adventure schools shows that the burgh schools have not hitherto met the wants of the whole community.

V. (*a*) Neither the poorest nor the wealthiest class avail themselves of the burgh-school education, and many of the middle and artisan classes send their children to 'adventure schools,' where they suppose the education to be better, though the fees may be higher. This, I am told, arises from dissatisfaction sometimes with the teacher, sometimes with the managing body, but sometimes also from whim and prejudice.

(*b*) On account of the mixed character of the burgh school, the wealthiest classes prefer to send their sons elsewhere; and even when the school is well conducted, those of the middle class who can afford it, remove their sons to other places when they have reached a certain age. The effect of this on the higher training of

Professor Campbell.

our burgh schools is said to be most unfavourable, as the teacher loses many of his best boys at the very time when he had hoped to introduce them to the higher branches of his subject; and the few who remain are damped by the lessening of companionship and friendly rivalry. 'Hence,' says my informant, 'the more advanced classes in such schools are in a languid state, receiving the attention of the teacher at uncertain intervals, and often dropping away piecemeal before the end of the session.'

VI. The burgh-school instruction, when good, is sufficient to prepare a boy of good abilities to compete for a bursary at one of the Scotch Universities, but not for the other objects specified under this head.

VII. A prescribed course of study would be best for most of the pupils; but parents of the middle class have such various views for their children after they leave school, that it would probably be inexpedient to enforce a curriculum which should be the same for all. Perhaps the difficulty might be met by giving the alternative between a classical and modern side. The elements of Latin might be taught to all without exception in the junior school, and the same study might be continued to some extent on the modern as well as the classical side of the school. If the system proved successful in its results, I do not think that parents would withdraw their children because of this restriction on their choice.

VIII. I think the Scotch system should be retained, with modifications.

1. The master of the junior department should be chosen for his special qualifications for this object, and should not move up with his class, though his position should be no less honourable and lucrative than that of the other masters.

2. The head master should have the sole charge of the highest class.

3. The boys should be examined at the close of each session, and those who are still too backward for the higher class should remain in the lower class for another session. This examination might be held by the head master.

There is a decided advantage, *where progress is made*, in the boys being continued with the same master for more than one year. The English system provides this continuous influence in a different way, by means of tutorial boarding houses. There is also an advantage in the interest and anxiety which is excited by the prospect of coming under a new master. This would be sufficiently provided by the modifications just proposed.

IX. Latin, arithmetic, Euclid, reading and learning English poetry, English composition and grammar, history and geography, intelligently taught. The highest class ought to make a beginning in Greek and French. Writing should be taught in the higher classes by attention to the neatness of exercises. Some way might be found for introducing lectures on physical science. A teacher of much experience tells me, that he has always 'found *Latin* to be more instrumental than any other subject, or all others together, in stimulating thought, and inducing those habits of minute accuracy which are so essential to the thorough mastery of any subject.'

X. I am told that many parents, even of the artisan class, desire for their children, besides the common branches, instruction in Latin and mathematics. A thorough education is said to be more prized by the parents of very moderate means than by those of larger fortunes.

XI. Annual examinations by independent examiners, the results of which should be published annually, would be most useful to burgh schools. No regimen is more needed or would do more good than this.

XII. The Central Board of Education, if properly constituted, might be entrusted with the appointment of the examiners, who might hold their office either for life or for a term of years, changing annually the theatre of their operations. They should be men well versed in the peculiarities of Scotch education.

XIII. The burgh schools should be the natural feeders of the universities; and a certificate of having passed the final examination at the burgh school in English, arithmetic, Euclid, and Latin and Greek, might perhaps be a fitting substitute for a university matriculation examination. This, however, could not be determined without the consent of the University Courts, and the rule should be applicable to all schools examined by the examiners appointed as above. The head master of the burgh school ought to be a Master of Arts with honours of some Scottish university, and in default of a general system of examinations, such as that proposed above, the universities might do much good if they were invited to examine burgh schools in a thorough manner. This relation has been for some years established between St. Andrews University and the High School of Dundee.

XIV. The 'Madras' School is in effect the Burgh School of St. Andrews, and it would be well if this and similar institutions were dealt with in the same way as the burgh schools. Professor Campbell.

XV. It at present depends too much on the caprice of the parents, who have little to guide them in the matter. The different departments are too much separated, and not sufficiently viewed as parts of one scheme conducing to a single end. The largeness of the numbers taught by one master is also an evil. Another drawback is, that while boarding-schools are thought impossible, boys are still sent long distances from their homes to live in lodgings or board with strangers, whence arises considerable laxness of discipline and an absence of the feeling of unity and *esprit de corps*, which is a powerful means of moral education in England. Something may be done to counteract this defect by the encouragement of cricket, football, and other games, the institution of gymnasia, and similar means.

It may be doubted whether the system of university local examinations will take root in Scotland. But some way of inducing competitions between the pupils of different schools may hereafter be adopted.

I am inclined to think, however, that the best test of school education is the success of the scholars in after life; and a sufficient index of this is afforded by university distinctions, which may hereafter be made more valuable, positions in the Indian Civil Service, etc.—I have the honour to be, Gentlemen, your most obedient servant, etc.

LEWIS CAMPBELL.

3.—Rev. ROBERT CUNNINGHAM, North-West Castle, Stranraer. Rev. R. Cunningham.

What has been your experience on the subject of education?

Two years as parochial teacher of Salton, four years and a half as rector of Steel's Hospital, Tranent, which I organized, six years as house-governor of George Watson's Hospital, Meadows, Edinburgh, four years and a half as head master of the Edinburgh Institution for Languages, Mathematics, etc., which I founded, two years as Professor of Ancient Languages and Vice-President of Lafayette College, Easton, Pennsylvania, U.S., two years as rector of the Glasgow Normal Seminary, from 1839 to 1841, ten years as principal of a boarding school for boys established by me at Blairlodge, Polmont, Stirlingshire, which is still in active operation under a different proprietor,—in all thirty-one years continuous service from my nineteenth to my fiftieth year.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school.

In my opinion there should be in every burgh a local school committee, of which the Provost and the clergy of all denominations should *ex officio* be members, two or three others appointed by the Town Council out of their own body, to continue in office for two years; and these members should have the power to add to their number two or more individuals chosen for their literary taste, educational enthusiasm, and practical wisdom, also to continue in office for two years. To this committee should be entrusted the appointment of masters, fixing the school fees and salaries, oversight of the buildings, visiting the schools, arranging with the rector or masters the course of study for the year, the text-books to be used, and in general the superintendence of the whole establishment.

2. The management of the burgh school.

The internal management of the school should be intrusted in cities or large towns to a rector and masters for classics, mathematics, including arithmetic, history and geography, writing, book-keeping and drawing, English language and literature, French and German, and elements of natural philosophy and natural history. In smaller towns, to masters for classics, mathematics, English language and literature, including history and geography, and writing, book-keeping, and drawing.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body.

Where there is a rector, he should be the medium of communication with the local school committee, and besides teaching such branches of education as he is best qualified for, he should visit weekly each of the classes taught by the other masters. Where there is no rector, the masters should meet from time to time

Rev. R. Cunningham.

with the school committee and talk over the affairs of the school. All the masters should in this case be on the same footing. The emoluments and status of the rector and masters should be such as to secure men of talents and acquirements fitted to command the respect of the pupils, and who should be under no temptation to seek to please either pupils or parents by relaxation of discipline or unworthy compliances. Masters of schools should be regarded as public functionaries, —Government officials.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

The burgh school as at present constituted does not meet the wants of the whole community. The head master in most instances is selected for his knowledge of classics. In Prussia and Nassau, with the schools of which I am well acquainted, from reading and personal observation, while classics are carefully taught, provision is made for other branches of knowledge even more essential. The mother tongue throughout the whole school course occupies a prominent place. History, geography, mathematics, elementary science are carefully taught. In every town of any importance there is a gymnasium or school in which the chief place is held by classics, and a Real Schule in which the teaching of science predominates. In Stranraer there is no burgh school; not a farthing paid out of the town funds for education. The Academy takes the place to some extent of the gymnasium, classics being taught to all whose parents are willing to pay for it. The Free Church School represents the German Real Schule. Neither the Academy nor the Free Church School has any permanent endowment, except that an excellent dwelling-house, capable of accommodating boarders, has been built for the rector of the Academy, to whom a salary of £50 has also been paid for some years by Lord Stair; but the rector has to pay out of the school fees the assistants he employs. The master of the Free Church School being a certificated teacher, and his school receiving Government aid, employs pupil-teachers as assistants.

5. More especially—(*a*) Do all classes in the community avail themselves of it?

All the classes of the community do not avail themselves of the Stranraer Academy, which is the substitute for a burgh school. The fees are higher for the branches most in request, and the teaching of these branches in the Academy being chiefly by an assistant, whereas in the Free Church School they are taught by the master; many parents who could afford to pay higher fees prefer to send their children to that school, and the attendance on it is greater than on the Academy.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

The mixed character of the Academy operates against it as compared with boarding schools at a distance. Wealthy parents prefer sending their children to these schools, both on account of the teaching in the school, and the rank of the parents of the children with whom theirs mingle as playfellows. And although the present rector, who is an excellent scholar and painstaking teacher, has repeatedly advertised for boarders, he has never had more than two or three at a time.

III. *Quality of Instruction.*

6. Is the burgh school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

The variety of branches taught by the same person is so great, and the classification of the pupils as to stage of progress so imperfect, from the want of an adequate staff of teachers, that the Academy instruction without supplementary aid is, in my opinion, insufficient to prepare a boy, even of good abilities, for success in the competitive examinations, or for the civil, military, and East Indian services. In consequence of the low standard of acquirement in the junior classes of the universities, boys at present are prepared for college in the Academy, but were the entrance examination what it ought to be, this with the present staff of masters would be impossible.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages

of this system, as compared with that by which the pupils are obliged to follow a prescribed course of study. Rev. R. Cunningham.

In the Edinburgh Institution, over which I presided from its foundation in October 1832 to May 1837, and in Blairlodge Academy, from 1841 to 1851, there were two courses: the one for pupils intended for the learned professions, the other for pupils intended for employments to the successful prosecution of which a critical knowledge of Greek and Latin is not indispensably requisite. In certain departments of knowledge the two courses coincided, in others they diverged; the additional time given to classics in the one being devoted to modern languages, and natural science in the other. The parents, in general, decided merely which of these courses they wished their children to follow. Applications to have their children exempted from attendance on parts of the course were of rare occurrence, and were met by the statement that, if insisted on, the teachers could not be responsible for the success of a course of instruction which by their interference was rendered maimed and imperfect. In a public school such interference should not be permitted, unless on a medical certificate that health required exemption from attendance.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

The Scottish system seems to me to possess some advantages. The master knows what the pupil has been taught. Having himself laid the foundation, he can proceed confidently in rearing the superstructure. He knows the moral, intellectual, and physical characteristics of the pupil, and can adapt his mode of instruction to these. The pupil, on the other hand, knows the teacher, has become familiar with his modes of illustration, and comprehends much more readily what is taught than he might were the same truths presented in a form new to him. When the effect of intimacy has been to awaken kindly feeling, the moral power which the teacher is thus enabled to wield may be turned also to good account. Nothing is more injurious to a pupil than frequent changes of schools; and the same remark applies to changes of teachers in the same school. Each succeeding teacher has a new method, and the poor boy forgets what he has learned in the past, in vain efforts to add to his stock of knowledge, while his affections wither, never having time to take root in the soil till he is transplanted to another. On the other hand, the variety of minds being infinite, the chance always is that the latent talent which has remained undeveloped under one mode of teaching may be called forth by another, and that a change of instructors may thus in some cases be beneficial. When the impression on either side has been unfavourable, the change also may act powerfully by rekindling hope in both, and stimulating each to new effort. The Scottish system certainly labours under this disadvantage, that promotion from a lower to a higher form in the school is not made to depend on the proficiency of the pupil, as ascertained by examination, but on the lapse of time. This has arisen from the fact that the master must go on with the majority of the class, and pupils dropped behind fall under the care of a different teacher. And as the master's emolument depends on the number of his pupils, he is naturally disinclined to have the number diminished. Were promotion, however, made to depend, as for the pupil's sake it ought, on progress, the average numbers dropped from each class would approximate and this objection be removed.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

In Nassau, in the Pædagogia, for boys from their tenth to their fourteenth year, instruction is given in religion, and in the ancient and modern languages, history, geography, the constitution and laws of Nassau, natural history, music, drawing, physics, gymnastics. In the Gymnasia, for boys from the age they leave the Pædagogia to their entering the university, a higher instruction is given in the branches before enumerated. The subjects specified in the school curriculum of Nassau, substituting the constitution and laws of Britain for those of Nassau, seem all necessary for the education of the scholars attending

Rev. R. Cunningham.

the burgh schools. As stated in my answer to No. 7, there ought to be two courses: one for pupils intended for the learned professions, the other for those designed for other employments. These may be arranged so that in certain branches the two classes of pupils may meet, while at other hours each may prosecute under different masters their separate studies. This feature of the Edinburgh Institution has been introduced in the Edinburgh Academy, and more recently into the High School of Edinburgh.

10. What subjects do you believe to be preferred by the parents?

The parents prefer those subjects which they deem likely to be most useful to their children in the special line of life for which they themselves destine their children. Sensible parents appreciate, however, the indirect influence of classics and mathematics on mental development, and do not object to the course chalked out, provided they are allowed to choose the one of the two courses of study best adapted to prepare their children for the employments which they wish them afterwards to follow.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

Such examination, both oral and in writing, I should regard as of the highest importance, furnishing, as it would, a stimulus to both teacher and pupil, and a test of the measure of success attending their efforts.

12. If such examiners are desirable, how should they be appointed?

Each of the University Courts might appoint a certain number of Masters of Arts, or qualified literary men, having a practical knowledge of teaching, to be examiners, and from these the local school committees should be at liberty to select one or more examiners of their schools annually; or the examiners for each burgh school might be appointed annually by the Board of Education, recommended in the Report of the Education Commission. To ensure something like uniformity, the examination papers for all Scotland might be drawn up by the examiners for the year, jointly, and the values attached to each paper fixed. The examiners' fees and the allowance for travelling expenses should also be fixed, and the parties by whom they were to be payable.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

The burgh schools and the universities should each do the work which appropriately belongs to them. The burgh schools should prepare for the universities two classes of students,—philological and scientific students. The course of study, as specified in the answer to No. 7, should be so regulated as to prepare each of these classes for entering with advantage on the higher studies suitable to a university. The junior Greek, Latin, and mathematical classes in the university should be abolished. An entrance examination, sufficiently rigid to secure an amount of attainment higher than the instruction given in these classes, should be adopted and enforced. The standard of attainment in the burgh schools should be raised, and the pupils retained till the age of sixteen or seventeen. Professors should no longer have the drudgery of drilling tyros in the elements of the subjects they teach, and school-boys should be subjected to the discipline of school till their minds were prepared for the freedom of university life.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the Burgh School of Stranraer, or generally upon the burgh-school system?

The only additional remark which occurs to me is, that the state of education in Stranraer, and I believe that in many other burghs a similar state of things exists, appears to me clearly to prove the inadequacy of voluntary effort, even aided as at present by State assistance, to provide such an education as the middle classes require, and that, to accomplish this, Town Councils should be authorized and enjoined to raise, by local assessment, the sums which the local school committee shall declare to be necessary for this end.

4.—James Donaldson, Rector of the High School, Edinburgh. Dr. Donaldson.

What has been your experience on the subject of education?

I was two years Greek tutor in the University of Edinburgh, two years rector of the High School of Stirling, ten years one of the classical masters in the High School of Edinburgh, and since July 1866 I have been rector in the last-mentioned school.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school.

To this question I can give only a general answer, because modifications might be necessary according to circumstances. The staff should consist, in my opinion, of three classes of officials,—(1.) A rector; (2.) ordinary masters; (3.) extraordinary teachers; and this third class would consist also of two classes: (*a*) Those who teach some branch not much demanded by the public, and which it is desirable should be purely optional; and (*b*) a certain number of assistant teachers, young men of promise, occupying in the teaching profession a position somewhat similar to that of probationers in the Church.

Election.—All the teachers should be elected by the Town Councils of the respective burghs. Election by Town Councils has some disadvantages, but as yet no system of election that I know has worked with greater fairness to all parties, and with greater benefit to the schools. Besides, this is a kind of right which seems to me to belong to Town Councils, if schools are to be real burgh schools, and it keeps up the interest of the public in the schools.

Tenure of office.—This is one of the most difficult problems with which we have to deal; for, on the one hand, if the tenure of office is as at present *ad vitam aut culpam*, it is very possible for a teacher to do great damage to a school by continuing to occupy his place when he is utterly unfit for it, but, on the other hand, if his tenure is not *ad vitam aut culpam*, the dignity of the teacher's office is materially impaired; he does not work with the same independence and freedom of mind; and, as the value of the office is lessened by a precarious tenure, men of eminence are less likely to be attracted to the teaching profession under such a tenure than under a permanent one. I think that the University Commissioners, in dealing with the tenure of professorships, have taken the wisest course. The *ad vitam aut culpam* tenure should be retained. Retiring allowances should be definitely settled, and after a certain amount of service the Town Councils should have the power of compelling teachers to accept of these. Besides this, I think that it is of great moment that there should be a gradation of masters, whenever it is possible; that there should not merely be a rector as head master, but that there should be first, second, third masterships, so that the teacher might rise through steps to the height of his profession.

2. The management of the burgh school.

The High School is at present managed thus:—(*a*) The general affairs of the school, such as the supply of apparatus, etc., are managed by a committee of the Town Council, whose decisions, however, are not carried into effect until sanctioned by the Town Council. (*b*) The discipline of the school is intrusted entirely to the rector. If I were to judge by the short experience I have had of this system, I should be compelled to say that it has worked admirably. I have been amazed at the amount of time, energy, and thought which the committee are willing to spend, and have spent, on the High School. The members of the committee are intelligent, and have studied the subject of education; some of them are old pupils of the High School, and some have children attending the school. They have thus a deep interest in the school. Looking, however, theoretically at the matter, I think the present system is exposed to some disadvantages, which may at any time arise. (1.) The committee is a variable body. The members of the Town Council are constantly going out and coming in; and as every year changes take place in it, it is possible that there may also be changes in the Education Committee every year. The effect of this is that members come into the committee who have everything to learn in regard to the school, and often when members have made themselves masters of the subject, they go out of the Town Council, and the benefit of their

Dr. Donaldson.

knowledge and experience is lost. Therefore, it seems to me desirable that the committee should be made permanent, or at least less variable than it is at present; that it should be appointed by the Town Council; that a certain proportion of its members should be actually Town Councillors, but that another portion should be elected permanently from the most educated of the citizens, from the parents and the old pupils, without having seats at the Council Board. (2.) A committee is not the best body for managing details of business, and therefore I think that the chairman of the committee should have power delegated to him of carrying out all arrangements which may be necessary for the efficient conduct of the school. For instance, in regard to apparatus, the mode of action at present is as follows:—The rector and masters lay their wants before the Council. The Council refer the matter to the committee. The committee discuss the subject, and recommend to the Council. The Council discuss and resolve. Then the resolution is carried out by the committee. There are so many steps here that there is always a chance of the matter stopping altogether, and, at any rate, a good deal of time is lost.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body.

(*a*) The rector should be responsible for the discipline of the whole school. It should therefore be his right and business to see that all the regulations of the committee of management are honestly carried out, and that each master does his work. At the same time, I think that, as the masters should be good and competent teachers, the more they are left to follow their own ways, so long as they do not mar the usefulness of the school, the better. For one of the great aims of education is to produce and foster individuality. I think also that it is but fair, as well as wise, for the rector to consult all his colleagues in adopting any general method; for if teachers are to teach successfully, they must teach heartily, and with full belief in the plans they adopt. In one word, I think that the employment of arbitrary force would be, in almost all cases, extremely injudicious, and if a rector cannot succeed in producing harmony without force, he is in a very awkward plight. I have already said that I think there should be a gradation of masterships, but this gradation would show itself in a gradation of salary and in precedence on any occasions where all cannot go together, but one must go before another. In all other respects I think the masters should be on an equality; and the more respect paid them, and the more independence given them, the more likely is it that the tone of their teaching will be high; (*b*) The teachers should be bound to follow out the injunctions of the managing body; but if the managing body has sense and a real interest in the good of the school, they will take no important step without first consulting the masters.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

The only answer that it seems to me can be given to this question is, that the burgh schools are totally inadequate to supply the wants of the communities in which they are situated. The burgh schools are, as far as I know them, all of very old standing. They were set up when the population of the burghs was small, and when the desire for education was limited. And no attempt has been made to extend the burgh-school system, but the wants of the communities have been left to be supplied by private schools. Thus, in Edinburgh, there is but one burgh school, which at one time possessed an absolute monopoly of education. That school now supplies the wants of a limited class, and bears a special character.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

No.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

There is no doubt a strong tendency in the present day for parents to send their children to schools which they deem suitable for what they regard their own position in society. This matter of respectability, again, is very much determined by the fees charged; and as people pay different prices for box, pit, and gallery to see the same play, so they are willing to pay very different prices for the same education. Still I believe that, if the burgh-school system were properly worked out, the mixed character of the schools, so far as it should be allowed to exist, would have a beneficial effect. What I mean is this. In a

proper burgh-school system ample provision would be made for at least three classes of scholars,—(*a*) Those whose education must end at eleven or twelve years of age, perhaps earlier. Their instruction would be confined to reading, writing, arithmetic, and a knowledge of British history and British geography, with only occasional rambles into other subjects. (*b*) Those whose education must end at thirteen or fourteen. Here, in addition to the above subjects, there should be imparted the knowledge of one or two modern languages, with instruction in continental history and geography. (*c*) Those whose education ends at sixteen or seventeen. For this class it seems to me that Latin should be the principal linguistic instrument of culture. They do not require Greek. (*d*) Along with this last class might be trained up, to a certain stage, those who are destined to prosecute their studies till beyond twenty, and of course these would make Greek as well as Latin a thorough study. This is a general sketch, the details of which it would take too much space to fill in. Now, if we had such a system of burgh schools, the character of each school would be determined by the aim of the school, and parents would send their children to the one or other, according to the aims which they have for their children. It is plain that very few of the first class would go to the second, or could afford the time to go to the second; and so on with the other classes. But in a national burgh system some method should be devised, by which even the poorest boy, if he has ability, may attend the highest class of schools. And such boys in a school would not only be not injurious to the school, but would act powerfully for good. For I think that it should be only the extremely talented poor who should be aided in obtaining the highest education. It is mere waste of money and time to provide a high education for a poor, dull, or average boy, and it is often cruelty to the boy himself.

Dr. Donaldson.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military and East Indian services?

The instruction of the Edinburgh High School is amply sufficient, and pupils have passed the East Indian examinations directly from the school.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

I think that there should be a prescribed course, but I think, at the same time, that there should not be a rigid enforcement of that course. The experience of the Edinburgh High School is, that if a prescribed course be laid down, but not made absolutely compulsory, almost all the parents will follow the course. The few exceptions are cases in which the boys are preparing for special examinations.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I think that the advantages are on the side of the English system; but there is no doubt that the Scotch also has its advantages. The advantages on the Scotch side, however, are partly the result of the present state of education in Scotland. I shall state the principal ones:—(1.) By a change of subject every year the teacher's mind is kept active, and he is compelled at least to refresh his memory. (2.) He comes to know his pupils thoroughly, and therefore manages with ease classes of large size. (3.) He forms a close connexion with many of the pupils for life, and gives them advice and help whenever these are necessary. (4.) If he were to send the pupils away for ignorance, carelessness, or inability to keep up with the class, the pupils might fare a good deal worse than in his class. He might be doing a positive mischief to the boy. On the other hand, the English system has these advantages:—(1.) The master has a definite and limited sphere of instruction, and if he is active-minded, he may make himself thoroughly

Dr. Donaldson.

master of all the best methods of communicating his knowledge. At the same time I think that a master should always have some new, or at least to him uncommon, subject to teach, that his mind may be stirred by novelty and contrast. (2.) If the pupils are arranged according to proficiency, the class will make much more progress, and the examination will act as a further stimulus. (3.) I think, as I have said already, that there should be a gradation of teachers, and this can take place only on the English system.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

The answer to this question I have already indicated in my answer to question fifth.

10. What subjects do you believe to be preferred by the parents?

I am not able to judge of the wishes of the parents.

VI. *Examinations.*

11. Would it in your opinion be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

I think that it would be of great advantage to have the schools annually examined. But I do not see that any good would come from the examiners always publishing their reports. If competent examiners examined, and then held consultations with the teachers, pointing out defects, suggesting new methods, etc., much good might arise. But if the reports were always made public, efforts would be made to get mild examiners, who would give a kindly report; or if examiners published severe reports, their opinions might be attributed to personal pique, to dislike of the school, to incompetence, and other causes, and we should have a great deal of very unprofitable strife.

12. If such examiners are desirable, how should they be appointed?

I think the managing body should appoint the examiners. In fact the examination is part of their function, and they appoint examiners in their stead, simply to do work which they cannot do themselves so effectively.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the Universities.

I think that the examiners should be taken almost exclusively, if not exclusively, from the university professors for the highest class of burgh schools. Examiners for the lower classes of schools might be taken from teachers in the higher schools, not in the same locality, or from any body of thoroughly competent teachers. If the professors were appointed examiners, I should consider it to be their duty to consult both with the teachers and the managing body as to the state and organization of the schools. And it would certainly be an advantage if the higher or classical burgh schools were to harmonize exactly with the university, or, in other words, that the teaching of the university in its lowest classes should be an advance on that of the schools in their highest. But the only right way to produce this harmony, is, it seems to me, not to alter the teaching of the schools as it is at present given, but to raise that of the universities above it.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the burgh school of Edinburgh, or generally upon the burgh-school system?

15. Have you any suggestions to make upon middle-class education in Scotland?

I have already sketched out the system of schools which I think should be established in all burghs. I here make the further remark, that I do not think we ever can have a thorough education unless by the union of the whole of each community (county, burgh, etc.) in the adoption of one system. This union may be effected in two ways: either by the whole of each community voluntarily combining and forming themselves into a society for the purpose, or by the Government passing such laws and making such arrangements as shall enable the communities to establish a uniform system. I much prefer the latter method; because

Government is the natural means of effecting and carrying out a complete combination of the people; because there is much more chance of the work being thus done, and much greater probability that a system thus established will be permanent. Dr. Donaldson.

I could adduce very many reasons for the assertion that a thorough education can be procured for all portions of the community only through combination, but an exposition of these would occupy too much space. But I shall notice the main ones. They are all principles which I consider established now by the best writers and thinkers on the science of education. (1.) Success in teaching depends on the capability of the teacher, his possession of the requisite knowledge, his insight into the nature of his pupil, and his character. Now, men of thorough qualifications in all respects can be obtained for the teaching profession, only if the system is a national one. A teacher in a national system has an independent position—he has a recognised place; and it is in the power of the nation to make that position an honoured one, and worthy the ambition of first-rate men. But if the matter is left to private adventure, the case may be totally different. The person who sets up a private school generally has to employ a number of teachers. But these teachers are often men merely passing on to some other profession, not interested in the work of teaching, and sometimes receiving the most wretched salaries. The work of education is thus entrusted to men incapable of discharging their duties effectively, and the pupils suffer for it. (2.) For teaching successfully a class of a certain size is absolutely necessary, supposing the boys to be of nearly equal ability, and at nearly the same stage. In other words, a class may be too small, or too large, for the most successful teaching. If the class is too small, there is apt to be listlessness. There is not the same opportunity for that endless repetition which is the most essential element of success in instruction. And there is comparatively little room for the exercise of attention, the pupil not requiring to listen to the master's teaching and questioning other pupils. Then, again, the class may be too large, and the pupil may be overlooked altogether. This can be remedied only where the nation undertakes the arrangement of the classes and the distribution of the pupils under a national system. (3.) Every man possesses only a certain amount of intellectual vigour, and therefore can teach only a limited number, and for a limited time, each day. Work beyond his natural power becomes routine work, and is often detrimental to the pupil's mind, instead of being productive of intellectual activity. Under a competitive adventure system there is no regulation of the spiritual forces of the teacher. He has to submit to mere accidents of the day, and may have to overwork or underwork himself by turns according to the caprice of the public. Under a national system the teacher would be provided with adequate work, his amount of work being assigned according to his powers, and not according to the chance demands of the public. (4.) I believe that it is an entire mistake to suppose that competition in education is good. I believe a generous rivalry may exist and be of great service, but mere competition is bad, and appeals almost invariably to the lowest and weakest parts of the character of the public. The only proper educator is one that acts under a deep feeling of his responsibility. He believes also that it is his work to educate, whatever might be the money reward which he receives. In other words, the money which he receives is not the reward for his labours, but the condition on which it is possible for him to give his labours. And his reward is something higher and greater than any earthly possession. To introduce a money competition into such work is to introduce motives and thoughts which tend rather to turn him aside from his real work and to make him look to appearances and impressions. For these and many other reasons, based on the nature of education, I have a strong conviction of the necessity of a public system of education adapted to all classes of the community. I might further appeal to the actual results of mere adventure education. I have heard it again and again asserted by the most competent authorities, and I can confirm the assertion from my own experience, that at present the teachers of the poorer classes, taken as a whole, teach better, and give a more effective education in the elementary branches, than the teachers of the middle classes in these branches. I believe also that a thorough examination of all the adventure schools of every kind in this country, an inquiry into the state of education, the salaries of the teachers, the ultimate professions of these teachers, their length of residence at each school, and similar matters, would give some curious results. At the same time there is no doubt that, occasionally, adventure schools may be of great use to the community. When a man of

Dr. Donaldson.

ability has some ideas in education which the community refuses to carry out, he may embody them himself in a school, and show that his ideas are at once practical and valuable. Adventure schools of this class are of great consequence, and the nation owes a debt of gratitude to the founders of them, but is foolish if it does not soon employ them in its service. There are many points of detail in a national system to which I should like to refer, but I confine myself to the remark, that ample provision should be made for the teaching of science, of singing, and drawing systematically and regularly. The teaching of science has been singularly successful in the High School, in an educational point of view, and the teaching of drawing and of singing, if conducted according to the best methods, might exercise a powerful moral and refining influence.

Professor Geddes.

5.—William D. Geddes, M.A., Professor of Greek, University of Aberdeen.

What has been your experience on the subject of education?

I was for seven years in the Grammar School of Aberdeen, partly as master and partly as rector, and have taught in the Chair of Greek at the University for twelve years.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school.

In consequence of an old endowment providing for a fair staff of masters from a comparatively early period, and, by a special deed, requiring the appointment to offices to proceed upon 'contestation' or comparative trial, the Burgh School of Aberdeen has enjoyed a succession of able and successful teachers. This endowment, however, having been converted into a fixed feu-duty, is now inadequate, and requires to be greatly supplemented.

2. The management of the burgh school.

The management of the Burgh School has been highly creditable to the Town Council of Aberdeen, and I should consider any alteration in that respect uncalled for, except in so far as may be necessary to secure the introduction of a well-considered and homogeneous system all over the country.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body.

On these points I have no opinion, except that there should be one of the masters with the title of Rector, or, as in the German Gymnasia, Director, who should have a general charge over the others, in respect of the practical working out of the duties of the school, and be the organ of communication both with the patrons or local managers, and with Government inspectors, or the Board of Education.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

The difficulty in most educational institutions at present is, how to subserve at one and the same time the claims of those intended for commercial life, and those intended for the learned professions.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

Chiefly the middle classes, and a portion of the industrial classes; the last, however, it is to be feared, less than formerly, in consequence of the many openings for money-making now presented, and other well-known causes to which I need not allude.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

Probably it does; and in the case of youths from India and the Colonies, and also those at home who have only guardians to superintend them, there will always be a certain advantage in favour of the other institutions referred to.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

Professor Geddes.

Regarding the competitive examinations at the Scottish Universities, as they are at present constituted, the instruction at the Aberdeen Grammar School is sufficient, as is shown by the good appearance made year after year by its pupils at the bursary competition at Aberdeen. As to the civil and military service examinations, I am not acquainted with them sufficiently to give an opinion; regarding the East India Service competition, I should answer in the negative.

IV. *Curriculum.*

7. It is understood generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantage of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

If the boy is intended to enter early on commercial or business life, without attending the university, the parent, I think, may safely be left the liberty of choice. In the case of those who look to entering the university, or who mean to follow one of the professions, it would be desirable to have a well-understood programme laid down, from which, as a general rule, there ought to be as little deviation as possible.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

If we judge from the arrangements in the gymnasial system of Germany, the former mode is the one to be preferred.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

In addition to the recognised branches of (*a*) classics, (*b*) arithmetic and mathematics, and (*c*) English, including geography and the outlines of history, it is not only desirable but necessary to obtain provision for a certain amount of regular instruction in (*d*) French and German, (*e*) natural history, (*f*) music, and (*g*) drawing. Without facilities, at all events in the larger centres, for acquiring a knowledge of these branches, it is in vain to think that a large and liberal scheme can be devised adequate to the occasion or to the wants of the present age.

10. What subjects do you believe to be preferred by the parents?

Cannot answer this question.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

It would, provided it were a recognised and, as it were, statutory occurrence, and not a fitful intervention, which has a tendency to produce suspicion and distrust.

12. If such examiners are desirable, how should they be appoined?

By the Board of Education, or, if one may hope to see the work of instruction put into the position it occupies in other lands, by the Minister of Education, to whom an annual report, with statistics tabulated, ought to be presented.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

On this important subject the main suggestion I have to make is, that it would be desirable to introduce something of the nature of the '*Abiturienten-Examen*,' as practised in the Gymnasia of Germany, whereby the rector of a burgh school, in conjunction with one of the inspectors, should have the power of awarding, upon a well-understood programme, certificates of fitness to proceed to the university, which certificates should entitle the students possessing them to the position of public students, and therefore capable of becoming candidates for the degree in Arts. The effect of such an arrangement would be, that the school-standard would be raised by the best possible means; that it would be the *inter-*

Professor Geddes.

est of the schools, as it is in Germany, to retain their pupils as long a time as possible, in order to mature and perfect their attainments, and that the schools would be placed in a highly honourable position with reference to the university. What facilities should be given to students other than those from burgh schools to attain the same position, so as to be distinct from private students, who should have no right or claim to the degree, is another matter, but I have no doubt that such facilities could easily be devised. When a system of so-called 'certificates ' of maturity' is devised, under proper checks, and on a fair programme of scholarship, there will be no difficulty in reducing the curriculum of the university to a three years' course, compensation being of course given to those chairs that would be affected by such an arrangement. Another link of connexion might be established by entrusting the examination of presentees to offices in these schools to the university of the district to which the school belongs, in accordance with the precedent adopted in the Parochial Schools' Act.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the Burgh School of Aberdeen, or generally upon the burgh-school system?

15. Have you any suggestions to make upon middle-class education in Scotland?

Nothing occurs to me specially on these heads, except that, along with organization and responsibility to a central authority, there ought to be combined three things:—*first*, good salaries, whether through an educational rate, or by a Parliamentary grant, so that the offices in question may attract and retain men of good parts and high attainments; *secondly*, a system of promotion, in which effect shall be given to merit; and *thirdly*, a more practical and distinct recognition, socially and nationally, of the honourableness of the teaching profession. The first of these three is the great desideratum, and, were that conceded, the other things would follow. Even £500 to each of thirty burgh schools would do a great deal. A salary of £100 a year could thus be got to endow a classical, a mathematical, and an English mastership respectively, besides £200 for a higher classical mastership, with the position of rector, and this, as a nucleus, along with other supplements of fees and local endowments, would enable us at all events to make a fair start. Out of the huge *surplus* revenue raised within the kingdom of Scotland, and acknowledged by the highest authority in Parliament to be spent elsewhere, a few thousands might well be spared for such a purpose; and, with the example of Prussia before us, we may entertain the conviction that such a grant as we venture to suggest would prove not only a legitimate but a beneficial outlay of public money. Without such arrangements as are indicated above, it is not too much to say that the Universities' (Scotland) Act of 1858 remains but a fragment; and I cannot allow this opportunity to pass without expressing publicly how cordially all acquainted with the subject must concur with Professor Blackie in his consistent advocacy of such a supplement to that measure. At present, we are not within sight of the position attained by Prussia[1] in this respect, and we

[1] In proof of this statement, reference may be made to the official rescript, detailing the amount of classical reading in Gymnasia before proceeding to the University. I translate literally from Neigebauer's *Preussische Gymnasien:* Berlin, 1835, p. 137.

'By this scheme, each scholar, on his quitting the Gymnasium, has read, in the space ' of six years, the following authors, partly publicly, partly in private readings:—

I. Greek.

1. Homer, the *Iliad* and *Odyssey* entire.
2. Several Plays of Æschylus, Sophocles, and Euripides.
3. Herodotus, four Books.
4. Thucydides, two Books.
5. Xenophon, the *Anabasis* entire.
6. Plutarch, several Lives.
7. Demosthenes, *De Corona.*
8. Plato, *Phædo.*

II. Latin.

1. Virgil, *Eclogues* and *Æneid* entire.
2. Horace, entire.
3. Ovid, *Metamorphoses* entire.
4. Elegiac Poets, various pieces.
5. Cæsar, *Gallic and Civil Wars.*
6. Livy, five or six Books.
7. Sallust, entire.

have fallen far behind the ideal nobly sketched three centuries ago by John Knox: let us hope that we may not have to wait long for the statesman who will give to Scotland a large and comprehensive scheme for the higher as well as for the lower education. Professor Geddes.

6.—Rev. J. Hannah, D.C.L., Trinity College, Glenalmond. Rev. J. Hannah.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study?

The notions of a settled curriculum, and of a perfectly open system controlled by parental choice, seem at first sight incompatible; and those who maintain the former would be disposed to deny that the latter plan possesses any advantages at all. This conclusion, however, might be too hasty. Fresh elements are introduced by the question, What are the advantages of a special as against a general education? So far as special or professional education is admitted at all, the parents, who decide on the boy's future calling, are the natural judges of the preparation which they wish him to receive. But it is necessary to be very careful in limiting the exercise of parental interference, lest it should destroy the balance of a systematic education, and thus do a great injury to the larger proportion of the pupils for the sake of the few. There are two methods in which the advantage can be secured without the disadvantage: either by supplying a choice amongst schools, founded on different systems; or, where circumstances render this impossible, by drawing a broad distinction between the invariable curriculum, and a variable margin within which the choice of parents may be exercised. In most large towns the former plan is available. Abundance of choice is offered by different establishments, or by the distinction which some flourishing and well-taught schools have introduced between the classical and modern side. In country places, and generally in elementary schools, it may be necessary to take the other plan, and combine a variable margin with a central system of fixed routine. But under any circumstances, it would be a serious evil to forget that each person is to be trained, not only for a trade or profession, but to discharge the common duties devolving alike on all citizens, or (in a higher grade) on all gentlemen; and it cannot be questioned that the education of a citizen and of a gentleman will be conducted in the most efficient manner, upon a system which is protected from injudicious parental interference. Nothing is more valuable to a competent master than the co-operation and sympathy of a judicious parent; but the interference of those not qualified to aid him is equally mischievous. I may add that the system of classes, as contrasted with an organized school routine, is not likely to exert a good influence on the manners of pupils; who need, at their age, the sobering restraints of an organization which they feel to be superior to themselves.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems?

Two different subjects are included under this question: that of removal by routine instead of merit; and that of allowing each master to teach round the whole curriculum, instead of confining him to the province for which he may be specially adapted. The latter is mainly a master's question. It is thought

'8. Tacitus, *Annals.*

9. Cicero, Orations in part, and the Treatises, "De Amicitia," and "De Senectute," "De Officiis," "De Divinatione," "De Natura Deorum," and "Disputationes Tusculanæ."'

N.B.—The above is only the classical part of the gymnasial work: in addition, there is instruction carried on simultaneously in the departments of German, French, and English, natural science, mathematics, etc., and in the case of students intended for theology a course of Hebrew, in which language the grammatical training is over before a student enters the University at all.

Rev J. Hannah.

that a master keeps up his scholarship better, and is more likely to secure preferment, if he takes his turn in the highest teaching of the school. Against this must be set the obvious disadvantage, that many, who are admirably qualified to teach little boys, are thus made to undertake work to which their scholarship is unequal; and that many good scholars, who can teach the highest composition excellently, are set upon the tedious drill of beginners, which they are unable to conduct properly. Under this head of the inquiry, my experience is decidedly in favour of the English system. With regard to removal by routine, I never heard but one argument in its favour, beyond that of economy, viz., that it has a good moral effect to keep the same set together, as friendships are thus cemented, and the duller boys are spared the discouragement of seeing themselves formally dropped from the race. I doubt the fact of this alleged advantage; but even admitting it, we can consider it nothing else but an argument for subordinating the interests of the higher to the interests of the lower; in a word, for sacrificing the class to its tail. It would be as fair to demand that every express should carry a luggage train behind it to avoid hurting the feelings of the luggage engineer by *shunting* him. It is deplorable to see clever boys wasting time and patience at the top, while the master, with the instinct which leads him to labour most where labour is most needed, is hammering at the heavy weights of the class. It must be remembered, too, that the Scotch system generally involves a second economy, that of maintaining the same collateral division of classes through every subject; so that, if the roll is fixed by Latin and Greek, the same distribution is made to apply to mathematics and modern languages. No doubt this simplifies the time-table wonderfully. No plan is so effectual for utilizing all the available time of every master, because each class is handed over entire at every change. But surely no plan can be less just to the boys. To distribute a school on (say) three different subjects into three distinct sets of classes, requires a staff large enough to provide work for the whole school at once in every subject. Yet nothing less than this will suffice to do every boy full justice. A boy may have a special taste for mathematics and no gift for language; in that case it is doing him a direct injury to confine him to the low mathematical class which ranges with his class in classics. Or he may have lived much abroad, and have become a fair proficient in modern languages, while little more than a beginner in classics. It is a distinct injustice then to make him sit and listen to the imperfect French or German lispings of his compeers in classics, while in that one subject of modern languages he is perhaps the best boy in the school. An unwise economy always leads to waste in the long run; and in this instance it leads, in the case of boys as well as masters, to waste of time and temper, brains and skill. It is needless to dwell on the advantages of a more liberal arrangement; the justice done to every boy by the precision with which his place can be determined; the freedom and vivacity given to examinations, when the removes are made to rest upon them; and the value to the boys themselves, who are made to wait longer in a lower class, of the repetition of their drill in elementary subjects.

Dr. Hodson.

7.—James S. Hodson, D.D., Merton College, Oxford, Edinburgh Academy.

What has been your experience on the subject of education?

Thirteen years as rector of this school, averaging 400 boys.

Would you state your views on the following points:—

III. *Quality of Instruction.*

6. Is the burgh school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

That of the Academy is, as is proved by the annual lists of honours gained by its former pupils.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of of study.

In a school such as the Academy, I believe it to be essential that parents

and guardians should have no choice as to the course of study, beyond deciding whether their sons should join the classical or the modern schools. Dr. Hodson.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I have no hesitation in saying that, of the two systems, the English is by far the best in principle, and ought to be the best in practice. I think, however, that a modification of the Scotch system might more easily be introduced in Scotland, which would work well, and yet not be too violent a shock to national prejudices. The very strong objections I think to exist to the same master conducting his pupils through every class may be much diminished, though not wholly removed, by his becoming, for the last two or three years, the assistant of the head master, as is the case in the Edinburgh Academy. His personal interest in, and influence with, his original pupils are thus kept up, while they escape the disadvantages inseparable from being for so many years subject to the impressions of the same mind, which may be very well fitted for instructing young boys, but unfit for older ones, or *vice versa*. I find this plan works fairly well in Edinburgh, though I should prefer the other. But this portion of the Scotch system I deem of small importance compared with the other, viz., 'the pupil being pro-'moted' from one class to another without any reference 'to proficiency as ascer-'tained by examination,' or in any other way. This custom, peculiar to Scotland, I have long regarded as prejudicial to the best interests of a school, especially when driven by want of endowment to have very large classes (often of 80 or 100 boys), all herded together upon no other principle than that they have been the same number of years in the school, though varying greatly in age, ability, and industry. I do not myself believe that it is possible for the very best master to do justice to so large a class, even when composed of boys tolerably on a level in point of advancement. But composed, as classes in Scotland are, I know it to be impossible, and have learnt, by the painful experience of thirteen years, that the boys in the lower division of every class (generally almost a third of the whole) suffer a grievous injury, both moral and intellectual, equally cruel to them and unfair to their parents, which the most conscientious and painstaking master is powerless to prevent, while his very efforts to do so are injurious to the abler and more diligent boys in his class. This evil is so flagrant, and the remedy so easy (viz., to allow no boy to advance from one class to another unless able to pass a minimum examination in the work of the previous session or half year), that it is to me wholly unintelligible why it should ever have arisen, still less have been allowed to continue. Nothing but the excellence of the raw material of Scottish youth, and the energy and perseverance which distinguish both boys and masters, could have preserved the best system from collapse when afflicted with so fatal a defect.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

English, arithmetic, geography, writing, and Latin. In the case of some of the cleverer boys, Greek, or if not going to a university, German, systematically taught (as if a dead language).

10. What subjects do you believe to be preferred by the parents?

The above; but modern languages in preference to ancient ones; at least this is the case in England.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

Of the greatest possible advantage both to masters and boys, if the examiners are really competent and absolutely independent. Otherwise worse than useless; injurious to the school, a snare to masters, and serving only to deceive parents and guardians.

12. If such examiners are desirable, how should they be appointed?

By the head master in the case of public schools. In the case of burgh

Dr. Hodson. schools I have no means of forming an opinion. Probably he would not be sufficiently independent of local influence.

Simon S. Laurie.

8.—Simon S. Laurie, M.A.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school?

By 'Burgh' schools I understand not schools *within burghs*, but middle or secondary schools instituted for the purpose of preparing boys for commercial life on the one hand, and for the universities on the other. Parishes 'to burgh' (to use the old phrase) were not regarded in the first attempts to establish popular education in Scotland as falling to be treated in the same way as parishes 'to land.'—(*First Book of Discipline*, and Privy Council Act of 1616). Middle or secondary schools are generally situated in royal burghs, and are therefore called 'Burgh' schools; but I think the more ancient, and certainly the more distinctive name is 'Grammar' schools.—(*Vide* Act of Scottish Parliament of 1494). In the old burgh records the grammar school is frequently referred to as a 'general' school.

I do not know what is meant by the 'constitution' of the secondary or grammar school, as distinct from queries 2, 3 below, unless it refer to the sources of its maintenance. I can imagine no means of maintenance within reach except municipal funds and the fees of pupils, apart from special endowments; although it will one day probably be a question to what extent the large funds 'mortified' for 'hospital' purposes may be turned to the general use without detriment to the interests of the persons whom the founders specially intended to benefit.

2. The management of the burgh school?

Those must have a share in the management of burgh schools who pay for them. It is a shallow theory, however, which assumes that those who pay must *alone* manage. Were this theory to be carried out, the consequence follows:—That the parents who, in the great majority of cases, contribute most largely to the revenue of the school, would be most largely represented in the management: than parents as such there can be no worse managers of schools. If parents as well as the whole community are held to be represented in the Town Council, in respect of education as well as of other civic matters, the Council then fitly represents the whole body of contributors to revenue. But they are not so represented. Education is a science and an art; it is understood only by experts. Town Councils represent majorities, and majorities, or the representatives of majorities, do not generally possess qualifications for forming sound judgments as to the higher education. Further, this Burgh is not alone interested in the proper equipment and efficiency of its grammar school. The condition, aims, and working of grammar schools are questions in which the counties in the vicinity of the grammar schools, and the State as a whole, are profoundly interested.

I would remark that Town Councils can conduct the sanitary affairs of towns well only through physicians, legal affairs only through lawyers, Church affairs only by the help of ecclesiastics, except in so far as they discharge the function of treasurers. Educational affairs they can properly discharge only by the help of those who have special knowledge of the ends of education, and of the means whereby those ends are attained. There is, however, this difference between scholastic and medical or legal matters, that those inhabitants of a burgh directly interested in the working of a public school generally have no choice of a school. Their special interests and predilections, which are always worthy of consideration, can receive attention only if the community is represented in the school management. For this reason I think that Town Councils who represent the inhabitants should not only discharge the work of treasurer to the grammar school, but also be entitled to elect one-half of the managing board. In former days the Ministers, by virtue of their general powers of educational superintendence, and the Council acted together; in these days such co-operation seems to be impossible. Accordingly the interests of the nation at large in the higher education must be attended to by the State. Centralization, however, is to be deprecated. It is to be hoped that no Minister of Public Instruction will ever be able to take out his watch, as M. Duruy is said to have done on one occasion, and say, 'At this moment, and for the next ten minutes, every boy in the fourth class of

Simon S. Laurie.

'every secondary school in France is studying the map of Central Asia.' It is most salutary that the State should depute its power. As its natural instrument, the Church, can no longer be brought into play without introducing dissensions, it must find a substitute, and it has it, it seems to me, in the universities. By the Act of 1861 each university already has a school district. The senate of the university should, it seems to me, elect one-half of the managing body of every secondary or grammar school in its own district. Thus the intelligence of the country would be represented in the management of its schools, the general interests respected, and the teachers protected.

A managing board so constituted at the *ordinary* meetings of which (I say ordinary, because it must always be possible to call special meetings for the consideration of subjects not falling within the rector's jurisdiction, or perhaps directly affecting himself) the rector of the grammar school should have a seat, without a vote, should have the management of all the affairs of the school, and the appointment and dismissal of masters.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body?

The board above referred to should be the supreme power, *directly* appointing and dismissing masters, who would thus be their servants, not the servants of the rector. But inasmuch as the rector exists as the deputy and representative of the board, he will exercise such a control over the conduct of the classes by the under masters as will carry into effect the purposes of the board. He will be responsible for the organization, classification, and harmonious working of the school, and for the methods of study pursued. He will virtually *be the board* during the intervals which elapse between its meetings. The board is the legislative body; the rector is the executive. In this way the present powers of rectors in Scotland might be largely and beneficially extended without unduly depressing the under masters.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh school system being, that it meets the wants of the whole community; how is this found to be in practice?

The answer to this question is one which can be obtained only by special inquiry made in each burgh.

5. More especially—(*a*) Do all classes in the community avail themselves of it? (*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

When well-appointed 'Burgh,' *i.e.*, 'Grammar,' schools exist, all classes of the community, so far as I know, avail themselves of them, excepting the very wealthy. These, and among them are to be included the landed proprietors of the county in which the grammar school is situated, are influenced, I believe, much more by the social prestige of a school than by its efficiency as an educational institution. They accordingly send their boys to 'public' schools, proprietary schools, or colleges as they are sometimes inappropriately called. It is notorious that the higher nobility prefer English public schools, and that other landed proprietors have similar preferences, limited only by their means.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good average ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

This is a special question, and one which can be adequately answered only by special inquiry into the organization and resources of the grammar schools individually. So far as such schools have come under my notice, I should say that the masters of them are quite competent to prepare boys to pass the university entrance examinations in Greek, Latin, and mathematics, and for the civil and military services; but they labour under two disadvantages—the too early removal of the boys, and the want of sufficient teaching power. With one or two exceptions they are, however, certainly not seminaries in which a young man could be prepared to pass the East India Examination, although he might get in them all the earlier part of his preparation for it.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advan-

Simon S. Laurie.

tages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study?

I think that every grammar school should have a curriculum clearly laid down, and the same for all the pupils, in so far as 'the lower school' is concerned, branching into two in the upper school. This curriculum should, as a rule, be taken by *all the boys*, provided the rector has the powers which I have supposed in answer to No. 3, and is thus able to limit the total amount of work required of each boy daily. Without this restriction, the evils attending an enforced general curriculum are too manifest to require mention. While the rule of the school should be that all should prosecute the *whole curriculum*, on the ground that it is constructed with a view to the *general education* of the boys, as well as to their special preparation for specific walks of life, I think it only a fair concession to the liberty of the parent, and to his more intimate knowledge of the character and physical capabilities of his boy, that he should be allowed to *select* the subjects in which he wishes to have his boys instructed. I would, however, prevent this liberty degenerating into license, and breeding confusion in the general managements of the school, by charging thirty or forty per cent. higher fees for each subject when taken separately than when taken as a part of the general curriculum. This liberty to the parent is the only means of checking a flagrant evil now almost everywhere to be met with—the overworking of boys. It is a fact that many boys between the ages of eleven and sixteen must work nine or ten hours a day, if they are to keep a good place in their classes. This amount of work is, in my opinion, unwise, unjust, and unnecessary. The six hours usually spent in school should, at least to the extent of one-third, be spent *in preparation*. Six hours a day is the utmost limit of a boy's powers, unequal and unsteady though his power of application (happily) be. Is not six hours out of the twenty-four the limit of a man's power of *close* application, save in a few exceptional cases? If this be so, how can we, with due regard to the boy's soft muscles and growing brain, throw on him an amount of work which occupies even the ardent and studious among them nine hours a day?

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems?

I should be surprised to find any impartial person who could approve of the Scotch system of carrying on boys from their first to their sixth year in Latin (tenth to sixteenth year of age), without applying some test of acquirement, and eliminating those who have made little or no progress. There are, however, manifest advantages in the habit which prevails of each master conducting the same boys through their first four years of study, and then handing them over to the rector. But as the reasons which exhibit these advantages are involved in the subject of *methods* of instruction, there is not space here to enter on them. In addition to these reasons, it is also of importance that boys should be delivered from the conflicting crotchets of successive teachers. One set of crotchets may be accepted in full faith, and do little harm, but more than one set puzzle, and bewilder, and retard.

The first and second portion of the above answer are reconciled thus:—The master takes with him up to the rector's class only those boys who can follow him, and leaves to the master who follows him, in the order of rotation, those boys who have not benefited by his instructions. This system necessitates, however, the division of each year's course into two parts, so as to avoid the evil of carrying boys forward for twelve months whose deficiencies might be discovered in less time, and of keeping back clever boys.

The fitness of a boy to advance may be determined either by marks, as at Winchester, or by examination, as at Eton. The former plan is at first sight the more lenient; but, in point of fact, one must, under any system, open the door of advancement from one section of the school to another pretty wide. I think the examination is best conducted by the rector of the school. In fact, such half-yearly pass-examinations should form a leading portion of his duties. They would admit him to a knowledge of the details and working of each class, and enable him to point out defects, without incurring the odium of wilful interference. The rector, as an examiner, has the further advantage over aliens to the school, that

he can take into account many circumstances to which an outsider could not give proper weight. Simon S. Laurie.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

10. What subjects do you believe to be preferred by the parents?

The subjects of instruction which are to constitute the curriculum of a grammar school must depend on the length of time which a boy spends there, and on his future profession or occupation. Two courses should be provided after a boy leaves the lower school, which he would do about the age of ten. *Both* courses should embrace English grammar and composition, commercial, physical, and astronomical geography, arithmetic, a book or two of Euclid, and the elements of social economy and physiology, with the moral duties arising in the course of instruction in these last-named subjects. The course for boys intended for the learned professions or for the universities would (in addition to these subjects) give prominence to Latin and Greek, while the modern course would give prominence to mathematics, French, German, and physical science. I think this arrangement would best meet the actual *wants* of the country, and ultimately be most profitable to the State. Parents, I believe, are daily becoming more utilitarians in their relation of subjects.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

12. If such examiners are desirable, how should they be appointed?

An annual written examination of grammar schools, conducted by examiners appointed by the University of the district, would be of unquestionable value to the schools and to the public. While benefiting the school, it would serve to strengthen the connexion subsisting between the universities and the schools for which, in the preceding answers, I have already to some extent provided. It would take the place of the present 'University Local Examinations,' and be without the evils inherent in these.

This connexion of combined government and duty of examination would on the one hand, tend powerfully to raise the character of the instruction given in the grammar schools, and would, on the other, enable the university to modify its own Arts curriculum in such a way as to make it fit into the work done in the grammar schools.

The universities might further strengthen the bond between themselves and the schools by offering three or four bursaries of £20 each, to be competed for annually by those who had completed their grammar-school curriculum within the university district.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities?

The connexion between universities and the grammar schools might be further strengthened by making it incompetent for any man to be a master in the upper department of a grammar school who did not hold a degree (obtained in the usual way, and after study) from some European University. This, with a restriction of the masterships of elementary schools to those who had obtained a teacher's diploma or certificate, would tend to raise the general standard of education, and by limiting the class of those who take up the 'occupation' of teacher, gradually give it the position of a 'profession.' A certificate from the University Examiners, referred to Answers 11 and 12, should entitle a boy to enter the senior classical and mathematical classes at a Scotch university without further examination. Thus would be to some extent prevented the competition of universities with grammar schools.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions to make upon middle-class education in Scotland?

Simon S. Laurie.

In answer to the last query, I have only to add that I think the education of girls should be provided for under the same *general management* as that of boys, and that they should be taught in separate parts of the building by the same masters, and that they should be allowed to take either the ancient or modern curriculum. In other words, that secondary schools for girls should form part of the grammar-school system. This is a large question: I confine myself here to making this suggestion. I would also add, that the fees charged in grammar or secondary schools should be kept as low as possible, and poor boys, if clever, should have a claim on the best education.

W.O.Lonie.

9.—William Ochter Lonie, M.A., Mathematical Master of Madras College.

What has been your experience on the subject of education?

That of a teacher since 1838;—1*st*, assistant in a burgh school; 2*d*, usher in an English boarding school; 3*d*, interim teacher for three months in a burgh school; 4*th*, assisting for a session the late Dr. Duncan, Mathematical Professor in the University of St. Andrews; 5*th*, resident private tutor; 6*th*, Mathematical Master in the Madras College, St. Andrews, during the last twenty-one years; and 7*th*, University examiner for arts and local examination degrees during the last three years.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school?
2. The management of the burgh school?
3. The relation of the masters (*a*) to each other; (*b*) to the managing body?

Ours being merged in the Madras College, I beg to reply, with regard to *a* burgh school *in futuro*, and it might be by statutory obligation on the chief magistrate to call *primary meetings* of the Commissioners of Police and of the rate-payers towards the election of two members of the former body by them, and of five other gentlemen (of whom at least three to be of the learned professions) by the latter, thus constituting a board for education, including the chief magistrate *ex officio* of eight members, the latter being convener and chairman, and five a quorum, with statutory powers to have vested in themselves all trusteeships, endowments, etc., already existing, and full powers to elect teachers, provide and maintain school-buildings and fittings, etc., as well as to reprove and dismiss teachers, with reserved power in teachers to appeal to the Sheriff (as in Parochial Schools Act),—also to levy by school police-rate all monies needful for the above, and for retiring allowances to teachers, janitor, etc.;—such meetings to be afterwards stated annual meetings for like elections;—the educational part to be superintended by a rector or head master, with a house and salary of not less than £100 per annum, and one or more masters of departments with salaries of not less than £50 per annum;—and the examining part to vest in the four University Senates, each within their respective bounds (as in the Parochial Schools Act), with power to examine *teachers-elect*, and annually to examine through committees of their respective bodies, conjoined with a teacher of not less than ten years' standing, of their choosing, and the respective school-rectors, both by printed and oral examination, all the pupils of the burgh schools, and annually to report thereon to the board for education, the rector to have a seat at the board, equal in all respects to other members, save in having no vote. Said report to be published annually, along with a finance statement. The school to consist of two departments at least; one for reading, writing, and arithmetic, and the other for classics and mathematics, with further subdivision and assistantships according to requirements.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

The Madras College meets the wants of our whole burghal community and more; but the theory of a burgh school should, in my opinion, embrace that which I have already indicated; viz., the idea of a distinct demarcation between the department for reading, writing, and arithmetic, as the instruments of a further education, and such further training by classics and mathematics as the

most fitting known means to prepare pupils for universities, service examinations, and all middle-class occupations. W.O.Lonie.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

Here, in St. Andrews, all classes do avail themselves of it, the above-mentioned demarcation being sufficiently distinct, and each of these departments being again divided to meet our demands.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

(*b*) To some extent it does; there being many competing schools around us, and several well-conducted proprietary schools within the burgh itself; but this, on attentive consideration of the latter, is mainly traceable to other causes than than that of our non-provision for the whole wants of the community, such as parental desires for a stronger home-control over the boy, and for an individual responsibility on the part of the master, greater confidence in such masters, and knowledge of the Shelley-like sensibilities of their children.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

No; but several of the best middle-class schools of Scotland are sufficiently equipped at present to prepare for all but the East Indian Service Examinations. As a rule, competitive examinations are only to be met by special schools or private tuition.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

My experience in the Madras College and otherwise has impressed me with a very decided conviction that in the stage above the three R's it were best that the burgh, or rather the middle-class department of the burgh schools, had an imperative curriculum of two branches, viz., classics and mathematics, and all others optional. One advantage in the present free choice should not be overlooked, that children, who are, perhaps more frequently than parents, the choosers, are gratified with less *irksome* work; while this, I believe, is mainly owing to our modes of teaching classics and mathematics being, so to speak, too didactic and authoritative; the master being too forgetful of the necessity of inductive teaching towards rules of language and propositions of mathematics, and likewise too forgetful of the constant necessity of deductive applications to matters of universal interest and prospective advantage.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I understand the former practice as that of classical or grammar schools in England; but the latter has, in my opinion, the advantages of enabling a master the better to study both the moral and intellectual development of his pupil, and that of inducing him to gain the merit while taking the responsibility of his pupil's subsequent success in examinations.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

Such permanent and fundamental studies as those of classics and mathematics: from my own experience, I am inclined to add the study of natural history, but there we are very deficient in suitable text-books. Looking at scholastic education as a means of—1*st*, training and developing mental power, and 2*d*, imparting the most useful knowledge, I have no difficulty in pointing

W.O.Lonie.

to a judicious classical training as our best means of developing all the mental faculties equably, and as the best foundation for the acquirement of all other languages, English inclusive, and in pointing to mathematics as the means of developing logical power, accuracy of thought, and continuous reasoning, while best serving to all further acquisitions of natural knowledge and mechanical appliances.

10. What subjects do you believe to be preferred by the parents?

Parents are too much inclined, in matters of education, to *prefer* the more immediate results of knowledge in the shape of such so-called practical subjects as practical mathematics, book-keeping, etc., and accomplishments such as drawing, painting, music, etc. Few appear to believe in training at all, or believe that all knowledge, however disjoined, is, in the acquisition, good training.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

Undoubtedly an advantage. As already stated, I consider it very desirable that our middle-class education should be guided by the best qualified examiners. The universities can and ought to furnish them, and their examinations will form the best guide to direct the teachers of middle-class schools in future modifications of tuition. At the same time, it were desirable to have annual commemoration-days in all public schools, where prizes might be awarded to pupils and other exhibitions made; the propriety and management thereof being, however, entirely in the power of the local boards.

12. If such examiners are desirable, how should they be appointed?

By the Senates of the four Universities respectively, and remunerated at least in part by the several boards for education in burghs. Rectors should be empowered to admit pupils to the higher branches only after an oral and written examination, conducted by one university examiner; and two examiners, conjoined with the rector, should be satisfied as to the fitness of pupils for entering universities.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

The terminal examinations of the burgh schools, so conducted, should suffice to gain admittance to the universities. The proposed functions of the universities as examiners of teachers-elect, and of advanced school pupils, would secure a link between them and the burgh schools of sufficient power to raise and direct the teaching of the latter.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the Burgh School of St. Andrews, or generally upon the burgh-school system?

I would remark that the Burgh School of St. Andrews, and, I believe, the former Grammar School, were merged, by agreement between the late Dr. Andrew Bell and the Town Council (in 1832), in the present Madras College, which Dr. Bell munificiently endowed with a sum of £50,000, and that, being managed by *three* only of the four trustees he appointed, of whom by his will *three* were to form a quorum, difficulties are apt to recur in getting the necessary quorum to manage pressing matters of detail.

15. Have you any suggestions to make upon middle-class education in Scotland?

I would respectfully suggest that at least all the rectors of our middle-class schools should be university graduates, and that, in supplement of the above sketch scheme I have ventured to make, it were desirable that *all* teachers of such schools should have previously served in a Normal School (or in such an institution as the Madras College, which was, about ten years ago, pointed out by Inspector Woodford to the Privy Council Committee as well fitted for such service), and passed a licensing examination in paideutics by said examiners, in addition to that for his university degree, even should he attain it; to which latter, the scheme should in time lead, as already exemplified in the schools of Aberdeenshire, etc., under the Dick and Milne bequests.

In subsequent communication by letter with this gentleman on other matters, he also writes on this,—'Will you kindly permit me to take the opportunity it 'presents of respectfully urging on your consideration the view which I had the 'honour of sketching as to the best mode of licensing the higher or middle-class 'teachers of Scotland, and this I now do after a close perusal of the evidence 'lately published by the Royal Commissioners on the state of education gener- 'ally. That view mainly consisted in a recommendation ; 1*st*, That at least all 'burgh and parish schools should, in any statutory enactment, be as closely as 'possible affiliated with the four Universities ; 2*d*, That, with that view, inspectors 'of such schools should at least be *nominated* to the Central Education Board 'in immediate connexion with the Privy Council and Government, if not wholly 'appointed by the respective University Senates, and should serve over the 'schools within the respective districts laid out by the recent Parish School Act ; '3*d*, That the present denominational Normal schools be changed into other *four* 'undenominational, located in the respective University seats, and so closely 'affiliated with these Universities as to form a professional school for such teachers, 'and that boards be instituted to confer teaching license, with or without a title '(such as that of B.A. revived), on those who pass its examinations,—the Senatus 'of each University, with the rector of the Normal School, to form the Licensing 'Board, and two sessions at the school, with one or two at specified university 'classes, the curriculum. W.O.Lonie.

'Dr. Bell meant the Madras College to be a training college for the teachers of 'the other schools he instituted.

'I regret to perceive so strong evidence, or rather denominational urgency, for 'preserving the present denominationalism of the Normal schools, while witnesses 'are generally willing to do away with it in the other schools, and no counter 'evidence.

'I am writing in so much haste to secure a post, that I may not have stated the 'latter views so clearly as I could wish.'

10.—James Macdonald, M.A., Rector of Ayr Academy.

James Macdonald.

What has been your experience on the subject of education?

Thirteen years English Master in Elgin Academy, and four years Rector of Ayr Academy, in which I teach Classics and the higher branches of English.

Would you state your views on the following points :—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school?

If containing more than 180 pupils, the school should be divided into departments conducted by separate masters with assistants, if necessary ; the number of departments being regulated by the number of pupils and the probable amount of the fees. By grouping together allied subjects, or by throwing the fees into a common fund, the incomes of the masters ought to be equalized as far as desirable. Within his own department much must be left to the discretion of each master, but a controlling authority should be vested in a head master, a local board of directors, and a general board of management.

2. The management of the burgh school?

There ought to be a local board of management constituted very much as the governing bodies of our present burgh schools ; but as questions will arise which it may be desirable to have settled by a body not likely to be influenced by local feeling, a General Board for Scotland should be established in Edinburgh.

3. The relation of the masters (*a*) to each other ; (*b*) to the managing body?

(*a*) If the school be otherwise under efficient management and superintendence, I think this is a matter of less importance than is sometimes supposed. With sufficient authority centred elsewhere, it may be well conducted though all the masters are on a footing of equality. It is desirable, however, for several reasons, that one of them be regarded by the boards of management as more especially the representative of his colleagues, and of the general interests of the institution ; but the extent of his powers should be clearly defined, and, where the fees of each department are the chief source of the incomes of the masters, ought

James Macdonald.

to be greatly more limited than where these all go into a common fund, to be afterwards divided.

(*b*) For all matters specially relating to his own department, each master should be answerable to the managing body, directly, or through the medium of a head master, unless the latter has been made responsible for the results as a whole, and in this case the relation of the others to the managers must be less intimate.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

Unless in a community of limited numbers, the burgh-school system can scarcely be said to meet the wants of all; but, except in one or two of the larger towns, it does so to a great extent. Everywhere, however, there will be extremes which either cannot, or will not, meet within its walls.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

Yes; but in some cases the fees place it beyond the reach of a portion of the industrial classes, especially in the larger towns.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

Not seriously. I believe it gains more than it loses by its mixed character.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

For those at the universities, and for the ordinary civil and military appointments, but not for the East Indian Service.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

A prescribed course of study, made obligatory, ought to be so framed that up to its close the interests of all the pupils can be best served by adherence to it. In schools intended to meet the wants of a particular class, this system may be followed with advantage, but it is obviously inapplicable to those of a mixed character, and in which the future pursuits of the pupils must be taken into account at an early stage of their education. I am in favour, however, of laying down for every school a curriculum of study which, up to a certain point, all are recommended or expected to follow, and allowing the tastes or capabilities of pupils, and the wishes of parents, to determine the choice of classes during the rest of the time spent at school.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I am scarcely prepared to do so. In my own practice I follow neither system as here laid down, but adopt some of the features of each.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

In addition to the usual elementary subjects—English language and literature, French, classics, mathematics, drawing, and the elements of one or more branches of natural history, or of physical science.

10. What subjects do you believe to be preferred by the parents?

At present there is a tendency to prefer subjects which are supposed specially

to qualify for a commercial life. The benefits of those that merely discipline the mind are less obvious to the majority of parents. James Macdonald.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

Decidedly an advantage, provided due care be exercised in the choice of examiners; but much will depend on this. They ought to be well acquainted with the burgh-school system, and what it can accomplish. If the local board of management is to have no control over their appointment, some discretionary power ought to be allowed it in regard to the mode of inspection as well as the publication of the reports.

12. If such examiners are desirable, how should they be appointed?

They should be at least two in number, and if the appointments are not to be permanent, they might be made, the one for two, the other for three years, so that there would always be one examiner acquainted with the various schools to be visited by himself and his colleague.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

Both should confine themselves, as far as practicable, to their own proper work. Let the universities, on the one hand, institute entrance examinations in Classics and Mathematics. The standard need not be high, nothing beyond a certain amount of accurate elementary knowledge of these subjects. Let the burgh schools, on the other hand, rest satisfied, as a rule, with carrying their pupils up to this point, recommending those wishing further instruction to seek it in the universities. In some of them there ought to be special classes, auxiliary to the 'middle' classes in the universities, which could be attended with advantage by junior university students, as well as by those who are prevented by circumstances from availing themselves of a university education. In any case, let the relation between them be closer and less antagonistic than at present.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the Burgh-School of Ayr, or generally upon the burgh school system?

Ayr Academy was established in 1796, and incorporated by Royal Charter, dated 28th June 1798. It includes, or has superseded, the Old Grammar School of the burgh. There are at present five Departments:—English, Writing and Drawing, Arithmetic and Mathematics, Modern Languages, and Classics. Various changes have been made from time to time in the constitution of all these departments. Experience having shown that classics will not afford adequate remuneration to a separate master, English composition and geography were, in 1838, conjoined with them; but this arrangement has not always worked well. On the retirement of the teacher of English reading and grammar at the close of last session, the directors thought it best to make me, during their pleasure, responsible for the whole English department. For similar reasons, drawing is now combined with writing, and arithmetic with mathematics, though they were at one time separate.

Our burgh-school system would be greatly improved by the establishment, in important centres throughout the country, of a high grade of schools, standing in a well-defined relation to mere elementary schools of all kinds on the one hand, and to the universities on the other.

15. Have you any suggestions to make upon middle-class education in Scotland?

In any national system of education, embracing middle-class schools, provision ought to be made by means of bursaries, or exhibitions of a small annual value, for placing their advantages within reach of those of limited means, whose talents and attainments, as tested by comparative trial, point them out as deserving of encouragement.

Professor Ramsay.

11.—Professor Ramsay, The College, Glasgow.

Dear Sir,—My reply to the queries of the Commissioners must necessarily be so short that it is hardly worth having.

I. *Constitution and Management of Burgh Schools.*

On the more intricate questions relating to the constitution and management of the burgh schools I am incompetent to speak, as I have no sufficient knowledge of the subject to justify me in expressing an opinion. On two points only touched upon in the queries I will state my views. (1.) I must record, in the strongest terms, my disapprobation of the system of promotion adopted in Scotch schools, whereby the same boys are kept in the same class, and under the same master, during the whole of their school course. I see, unmistakeably, the effect of this system on the boys who come up here. Natural, healthy competition has been artificially crushed. The energies of the best boys are paralysed by consciousness of a superiority which they never find themselves obliged to maintain by hard work against new competitors. The energies of the less able are paralysed by their finding themselves engaged in a hopeless competition, which at last they give up as useless, and resign themselves to mediocrity. The effect on the best boys, especially the *duces*, as they are called, is very evident. They come up to college possessed of an undue estimate of themselves, expecting to carry all before them. They are astonished, sometimes irritated, to find themselves surpassed by other students, not unfrequently take a huff when their weakness is exposed, and are apt to be put off their work altogether.

VI. *Examinations.*

(2.) Next, I certainly think the burgh schools ought to be regularly examined and reported on by independent examiners. The schools have no kind of standard to compare themselves with, and do not turn out boys by any means as well grounded as they ought to be. The three best schools in Renfrewshire, which are thought very good, have the privilege of sending up competitors for the Patrick Bursaries, value £100 and £50 per annum. Twice the competition has been so bad that we were obliged to withhold the bursaries. On the last occasion, in an easy Latin paper, consisting of one passage to translate from Horace's *Epistles*, another from the *Pro Archia*, and a short passage for translation into Latin prose, the best of the three competitors had thirty-seven gross blunders.

This opinion is of so little value that I send it in an informal way privately to yourself. Should you care to have it in a more formal shape, I shall be happy to do anything you like with it. But the burgh schools all over the country must be improved, or we shall never raise our Universities to the place they ought to occupy.—I am, very truly, etc. (Signed) G. G. Ramsay.

John Ross.

12.—John Ross, M.A., Rector of Arbroath High School.

What has been your experience on the subject of education?

After finishing my course at the Edinburgh University, I was for nearly two years Rector of the Free Church Institution, Inverness, then Rector of the Free Church Institution, Arbroath, for nine months, and since that time, February 1861, I have been in my present situation, teaching classics and modern languages as well as mathematics.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

3. The relation of the masters (*a*) to each other; (*b*) to the managing body?

There ought to be one head master or rector, in order to give unity and system to the education given. But in most of our burgh schools there are at present many difficulties in the way. You can hardly subordinate an English master with £300 a year to a classical master with £180. On the other hand, to make a mere English master the head of the school would ruin the higher education.

Classics would thus come to be merely an extra branch, like French or drawing, the whole energies of the pupils would be thrown into their English studies, little progress would be made in Latin in consequence, and it would soon become impossible to obtain competent classical masters. Where the income of the classical master, or the master who is entrusted with the highest education that the school supplies, cannot be made at least equal to that of the other masters, it is better, in my opinion, to have independent departments. John Ross.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?

In practice it does not. To meet the wants of the whole community there would be required—(1.) Elementary schools; (2.) Burgh schools; (3.) Universities. These should form one connected system, and there would still be room for private academies, boarding schools, etc.

5. More especially—(*a*) Do all the classes in the community avail themselves of it?

No. The poorer classes are prevented by the amount of the fees. The higher classes aim at something more pretentious.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

Yes; but this is not altogether an evil. The burgh school has generally field enough, although a few of the higher classes send their children to a distance.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success (*a*) in the competitive examinations at the universities, and (*b*) for the civil, military and East Indian services?

(*a*) Yes; (*b*) Cannot say from experience.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

The parents have a little too much liberty generally, especially as they are to a very great extent guided by the wishes of the children. There should be a fixed curriculum through which all the pupils should be obliged to pass, so long as they continue at school. The nature of this curriculum would depend on the character and size of the school and the population of the place. If the burgh schools were embraced in a comprehensive education scheme, this curriculum would have to be settled partly by the local managers and partly by the central educational authority. This would tend to prevent education becoming merely commercial education. It would be easy to meet the varied wants and wishes of parents, within reasonable limits, by having optional branches in addition to the curriculum, and making such an arrangement of the regular curriculum as would enable it and these subjects to dovetail into one another. The Edinburgh Academy and High School are examples, among the higher schools, of what I mean.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

Much can be said in favour of each of these systems. Perhaps it is prejudice that makes me lean rather to the system common in Scotland. Where only one subject, classics, for example, is concerned, I would be guided very much by the kind of school in question. Where a sufficient number of thoroughly qualified masters can be afforded, each master should keep his own class and carry it forward. A pupil can get no good, but only evil, by passing from one master to another, so long as the former is perfectly competent to teach him, and has a class suitable for him. But in inferior schools, where inferior teachers must be employed, the other plan must be adopted: the pupils must pass from the assistant to the junior master, and from the junior master to the senior. By proper super-

John Ross.

intendence on the part of the head master, this plan may be made to work wonderfully well; and the pecuniary difficulty makes it a necessity in many cases. For different subjects it is advisable generally to have different masters, when the school can afford it. One man can hardly be expected to excel in several different subjects. This division of subjects might, however, easily be carried too far. An attempt should always be made to combine under the same master those subjects of instruction which have a close connexion with each other. Thus, while there is no natural connexion between writing and arithmetic, which we find often assigned to the same master, there is a very close connexion between geography and history, arithmetic and mathematics, Latin and higher English.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

As I have said before, different burgh schools must and ought to have different curricula. In the manufacturing and commercial burghs, modern languages are rapidly taking the place of Latin. When Latin is taken, there is so much else to learn that little attention can be devoted to it. The majority of the pupils continue at it only one, two, or three years, and get very little real good. In fact, the learning of Latin is rather a tradition than a felt necessity. And, on the other hand, the learning of the modern languages is very much a matter of fashion only. French, to the great majority of boys and girls, is of no more practical value in after life than Latin would be, and its educational power is not to be compared with it. But it is more easily acquired, and that gives it the preference with many. Again, English grammar, as taught in the higher classes of many of our burgh schools, and attempted to be taught in schools of less pretension, I look upon as profound trifling. Simple parsing, and as much of analysis as will enable the pupil to distinguish between co-ordinate and subordinate clauses are all that should be attempted. Bain's *English Grammar* or Morell's, with, if I remember aright, nine kinds of nouns and fourteen kinds of prepositions, and I know not how many of adverbs, will illustrate what I mean. Such distinctions are not grammatical but metaphysical, and English grammarians have poached on the province of the metaphysician or of the logician, apparently from being at their wits' end what to do owing to the poverty of English grammar. Now I think logic and metaphysics are *not* best fitted for the education of the majority of the pupils at burgh schools. In those schools which send but few boys to the universities, a sound English and commercial education must form the basis of the curriculum. In most such cases the higher English classes might be advantageously combined with elementary Latin under the same master. But I would have the Latin taught with a special reference to its bearing upon English. Instead of getting up the minutiæ of the Latin inflections, I would get up as many of the words as possible which are found imbedded in the English language. The explanation of the English derivatives would form an important part of the lessons. A boy could read all Cæsar and a great part of Livy without knowing anything of verbs but the third persons, participles, etc. Even in Cornelius Nepos there are not four per cent. of the verbs first or second person, and a few notes would put a boy all right. Such a course of Latin would be a good grammatical and intellectual exercise, and would be a direct acquisition of useful information. It would improve his knowledge of English even should he leave at the end of the first year, whereas when Latin is taught independently, and the course is arranged merely with a view to laying a good foundation for the attainment of sound and accurate Latin scholarship, a boy who attends only one or two years, as many do, or even a boy who continues three years at Latin, gets comparatively little benefit. Such a course of Latin combined with English should form part of the regular curriculum, say, for three years, both for boys and girls, in all those burgh schools in which the number of boys who go to college is comparatively small. Boys destined for the professions, and any others who chose, could have separate supplementary lessons in Latin, and of course would have also to continue longer. I do not think that these would suffer from the adoption of some such plan as that indicated. The pupils would have as much memory work, or learning by rote, as usual; only the memory would, in the first instance, be tasked more with the material element (especially that which is common both to Latin and English) than with the formative element of the language, much of which is of no value or interest whatever to any, except those who require, or

who wish, to make a special study of the Latin tongue. I am persuaded that unless something be done, the learning of Latin will soon be confined entirely to those for whom it is a professional necessity. At present, a smattering of Latin still possesses some value as a sort of certificate or recommendation for certain employments; but this is passing away too, and no artificial bolstering up can long support a thing which is felt to be practically valueless. In the meantime, to the classical master himself, it is very depressing to be ever laying the firm foundations of noble structures which in nine cases out of ten he knows will never be reared. It is absolutely demoralizing. One loses faith in his work, and without faith nothing great or good or glorious has ever been accomplished. John Ross.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually and publicly reported on by independent examiners?

Yes.

12. If such examiners are desirable, how should they be appointed?

By a central board. The same examiners should visit many different burgh schools, so as to be able to form a comparative estimate of the teaching in these different schools.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

There should be a Minister of Public Instruction and an Education Board for Scotland, appointed partly by the Crown, partly by the Universities, and partly by the masters of burgh, parochial, and other elementary schools. This board to appoint examiners of all burgh and elementary schools, and to hold entrance examinations of all those wishing to join any of the universities.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

14. Have you any suggestions or remarks to make upon the burgh school of Arbroath, or generally upon the burgh-school system?

In any education scheme dealing with the burgh schools, there should be some central board appointed, say partly by the Crown, partly by the four Universities, and partly by the teachers, such board to have certain powers assigned to it by Act of Parliament, such as that of examining schools, and also of examining masters before their appointment, or otherwise testing and certifying their scholarship and fitness. Then, in order to facilitate such arrangements as I have indicated above, let it be enacted that the Local Board or Town Council must see to it that the rector have the highest emoluments, or that the master who has the highest emoluments be the rector (in future appointments), but that no one shall be appointed rector who is not an M.A., or else shall pass an equivalent examination to the satisfaction of the central board. Where the English master is at present the best paid, this would necessitate either the getting of a large salary or endowment for the classical master on the first vacancy,—a very good thing for the encouragement of learning where it can be got,—or the getting of a scholarly English master as rector; and then it would be found both natural and congenial for him to take the classics in hand and have junior English masters under him.

13.—W. Y. Sellar, Professor of Humanity, University of Edinburgh. Professor Sellar.

What has been your experience on the subject of education?

Assistant Professor in Universities of Glasgow and St. Andrews from 1851 till 1859. Professor in St. Andrews and Edinburgh from 1859 till the present time. Formerly private tutor at Oxford, and University tutor in the University of Durham.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school?

The government of the burgh schools might be vested either in the Town

Professor Sellar.

Council or in a local board composed of the Provost, two representatives of the Town Council, two clergymen (of different sects), the Sheriff-Substitute, and some members elected by the ratepayers, acting under the general control of a Central Board of Education.

2. The management of the burgh school?

The management of the burgh schools, as regards all details of education, should be left to the head master. The general principles on which the school should be conducted should be laid down by the Central Board, the local governing body being empowered to see that these principles are properly acted upon.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body?

There should, I think, be a staff of masters acting under one head master or rector. For the success of a school, it is of the greatest importance that all the masters should feel that they are engaged in a common work, and that all should take a pride in the general success of the school. This common action and common interest in the school can be best secured by the masters working under one head. Where all are independent of, and on an equality with, each other, each is only interested in advancing his own subject, the success of which may appear to him to be best promoted by the depreciation of every other subject. Jealousies among the masters are sure to arise, when all are contending for popularity against one another; and, further, the education acquired by attending a number of classes standing in no relation to one another is much inferior to that of a well-ordered school, where all the subjects are taught in subordination to one common end.

The masters should be elected out of a duly qualified and certified body of men by the local managing board. The board should see that the head master performs his duties faithfully, and might have the power of censuring, suspending from his office, or dismissing any of the masters, this power being exercised subject to a right of appeal to the Central Board. But the less that the managing board interferes with the actual teaching of the school the better.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

I think that there ought to be two prescribed courses in every school: one adapted for those intended for the universities, and what are called the learned professions; the other for those intended for business. During the first two or three years these courses need not be kept separate. It would, I think, be best both for boys and masters that the former should be required to follow one or other of these prescribed courses, though occasional exceptions might be made in special cases.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

Very great evils arise in the Scotch schools from the practice of carrying on all the boys together, whatever may be their ability and industry. Injustice is thus done to the abler and more industrious, who are unnecessarily kept back in their progress; while the more backward boys are pushed on, without ever mastering the elements of any subject. I should think it best that boys should be promoted from one master to another, according to their proficiency, and that the masters should be promoted from a lower to a higher class, according to their efficiency.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

For the first three or four years, Latin, arithmetic, English, French; after that, there should be two courses of instruction,—1*st*, For those intended for the university, the chief subjects of instruction should be Latin, Greek, and mathematics,

some part of each day being given to German or French. More attention should be given to Latin writing, in the case of those who are intended for the universities. There is nothing in which I find the majority of students so deficient on entering the university. Unless the foundations of this acquirement are laid at school, it is very difficult to acquire accurate scholarship in the large classes of the university. 2*d*, For those intended for business, the best subjects seem to me to be modern languages, arithmetic, English, and the elements of one or two sciences: but those taking this course might be required also to study, in the other department, mathematics or Latin, as an instrument of mental discipline. Professor Sellar.

VI. *Examinations.*

11. Would it, in your opinion, be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

It would be of the very greatest advantage that the burgh schools should be examined once or twice a year by highly qualified, independent, and responsible examiners. Without such examination their efficiency cannot be ascertained. The public have no means of judging between a good and bad school. The masters have no motive to exert themselves, except their sense of duty and love of their work. They have no means of judging how far they are teaching on a right system. They would gain not only an additional stimulus to exertion, but additional experience of their work, if the result of their teaching was from time to time submitted to the judgment of highly qualified men, who were in a position to say exactly what they thought of it. At present the want of such an examination is very partially supplied in two ways:—1*st*, Some schools occasionally obtain the voluntary services of some professor or other qualified person to examine and report upon them. The number of schools that avail themselves of this way of testing their efficiency is very limited. The examiner has no means of comparing the efficiency of the particular school which he is examining with that of the best schools in the country. He feels himself, moreover, called upon to be, as far as possible, complimentary in his report. He is under no obligation to pass any censure on any department of the school which may seem to him to merit it. 2*d*, Two of the Scotch Universities (Edinburgh and St. Andrews) have recently established examinations of schools, after the example of the local examinations established by the Universities of Oxford and Cambridge. Hitherto these examinations have not had much success. Only one or two of the burgh schools have taken part in them. The best schools will probably continue to stand aloof from them, as they naturally object to have their course of study prescribed to them by any body not officially connected with them. These examinations, moreover, do nothing to test the general efficiency of the school. They only prove how far a few boys have been prepared to pass an examination on certain subjects, while possibly the rest of their education, and the education of the great mass of the school, may have been partially sacrificed to this end. Though, no doubt, these examinations, in the absence of any other means of testing the efficiency of our schools, are calculated to do some good, yet their effects must be very partial and unsatisfactory, as compared with the results of an organized system of examination obligatory on all public schools, and conducted by persons paid by, and responsible to, the country.

12. If such examiners are desirable, how should they be appointed?

No position, connected with the education of the country, could be more important than those of the proposed examiners. In Scotland it is probably easier to find a man qualified to be a good teacher or lecturer than to be a good examiner. The examiner should be a man of such attainments, that the best schoolmaster in the country should feel that he was his equal in knowledge and intelligence, and that he was a man of good judgment in questions of education. Considering the importance of the office, the appointment should certainly be in the hands of the Central Board of Education, who might be trusted to regard only the interests of the public in selecting a candidate for the office.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

I do not see that the burgh schools can be placed in any direct relation to the universities. At present the universities draw less than half of their numbers from the burgh schools and other public schools, such as the Edinburgh

Professor Sellar.

Academy, the Dollar Institution, the Madras College at St. Andrews, etc. They draw also a considerable portion, especially in the junior classes, from the parish schools, and other primary schools in the country districts. But, indirectly, the burgh schools and the universities may do much to assist one another. The universities may look to the burgh schools, when reformed and reorganized, to send up a class of students better trained than the majority of those who come from other places of education; and the introduction of even a small number of such students would have a most beneficial influence in raising the standard of attainment among the mass. Again, the prospect of obtaining bursaries and other university distinctions, might be expected to act as a great stimulus both to teachers and scholars, and success in these competions to raise the reputation of the best schools, and thereby improve the position of the teachers. It is to be regretted that in the Universities of Edinburgh and Glasgow there are, at present, very few bursaries awarded according to merit. The competition for open bursaries at Aberdeen and St. Andrews has an excellent influence on the schools in connexion with those Universities. The ordinance of the University Commissioners, in accordance with which students entering the university, may, on passing a satisfactory examination, dispense with attendance on the junior Latin, Greek, and mathematical classes, and thereby complete their curriculum in two years and a half, is also calculated to benefit the burgh schools. In the University of Edinburgh, a considerable number avail themselves of this privilege; and a much larger number may be expected to do so, both in the Edinburgh and the other universities, when the schools are put on a better footing. It ought to become the general rule for students who have attended a burgh school for five or six years, to be able to enter at once the senior classes in Latin, Greek, and mathematics, and to finish their university course in two years and a half; and parents who have the opportunity of sending their sons to a good school, may be expected to see the advantage of keeping them a year or two longer there than they do at present. The universities should, I think, annually publish a list of the successful candidates in this examination, adding the names of the schools at which they have been educated. It is sometimes proposed, with the view of doing more justice to the public schools, that the junior classes in the university should be abolished, or that all students on entering the university should pass a matriculation examination. It is urged that these junior classes maintain themselves 'by 'poaching on the schools.' A more exact knowledge of the composition of these classes would very much modify these statements. The large majority attending these classes would get no university education at all if they were abolished. As a proof of this, it may be mentioned that the average age of the students attending the Junior Humanity Class in the University of Edinburgh during the present session is between nineteen and twenty,—nearer twenty than nineteen. Out of the whole number of 160 attending the class, 99 are above the age of eighteen. It certainly is not desirable that they should continue at school, or go to a burgh school for the first time, at that age. Many of them have taught themselves, or received their education in remote country districts. A considerable number of men of real ability come from the Normal schools, where they have had no opportunity of making much progress in Latin or Greek. Many of these would be deterred from coming to the university by the prospect of an entrance examination, in which, if they failed, they would probably have to abandon all thoughts of preparing themselves for a university career, being too old to enter a good school, and too poor to employ a private tutor. If the standard of the examination were fixed so as not to exclude or deter the self-taught, or those coming from remote country districts, it would not be too high to exclude a moderately sharp boy of fourteen or fifteen from the Edinburgh High School or New Academy. Many of the poorer students from the parish schools or Normal schools, who enter the junior classes at a compartively late period in life, make great progress, and in their second year hold their own against the best students of the senior class. The highest honours in my senior classes, both in St. Andrews and Edinburgh, have often been carried off by young men of energy and ability, who had entered the junior class with few previous advantages, and who had, by industry in their first session and first summer vacation, qualified themselves to compete successfully with scholars from the first schools in Scotland. The burgh schools should aim at preparing their pupils for entering the senior classes in Latin, Greek, and mathematics. To those who pass this entrance examination, the university course is much simplified. They can, without any strain upon them, but, with moderate industry, during their three sessions

and two summers, obtain the degree of M.A. in two years and a half. For parents who can send their sons to a good burgh school, this is the object to aim at. With the improvement of the burgh schools, the junior classes in the universities may be expected to fall off considerably in numbers; but they should continue to exist open to all, who, in spite of early disadvantages, wish to raise themselves in mental cultivation or social position through the means of a university education. Professor Sellar.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

The burgh schools seem to me, more than any other institution in the country, to require additional endowments, including retiring allowances. Till the higher teaching be made a desirable object (as it is in England and on the Continent) to which men of ability and education can heartily devote their lives, no important improvement is likely to take place in our Scotch education. It would be also of the greatest importance that the masters should not only be appointed originally, but should be promoted from one position to another, in accordance with the proofs they may have given of ability, energy, and efficiency. The reports of independent examiners would then give a most important stimulus to the teaching of the burgh schools.

14.—From J. C. Shairp, Professor of Humanity, University of St. Andrews. Professor Shairp.

St. Andrews, 10*th May* 1867.

My dear Sellar,—You have asked me my opinion of the Madras College, and as it is a subject of great public interest, not only to this district, but to every part of Scotland, I shall give it to you without reserve.

Of course my views on the subject are, in the main, formed from my experience of Rugby School, in which, as you know, I was for ten years a Master. As the Madras College is intended for all classes of the community, it would seem to require a more complicated organization than a school which is intended merely for one class, and to prepare the pupils according to one system. I have long thought that, with a view to serve its end, the Madras ought to be placed in the hands of a head master, and subdivided into three departments.

The first, or lowest department, should be framed on the plan of a good parochial school. In this the larger portion of the children would get a sound elementary education, but beyond it none but the abler ones would probably advance.

The second department should afford a good commercial or modern education. By this I mean that the boys should there be taught, besides the elementary subjects, mathematics, English literature, and *especially modern history*, along with French and German.

The third and highest department should be the classical, in which boys might be thoroughly grounded in Greek and Latin, and fitted to go straight to the University. The more advanced boys in this department ought to be fit when they leave the Madras to join the second year's classes in the University as things now are.

The second and third departments would meet in certain branches, such as mathematics and modern history, and in these be taught together during certain hours of the day.

In order to carry out this system, it would be absolutely necessary that a head master with very full powers should be appointed to preside over the whole institution. He ought to be a man not only of strong natural ability and great energy, but of large and varied attainments, knowledge of men, and power of management.

While the more advanced boys in classics should be specially taught by him, it ought to be his duty to superintend and examine every class throughout the school. In order to secure such a man, a much larger salary would have to be offered than Scotchmen have ever thought of giving to their Head Masters. The Master to fill this post would of course be chosen by the trustees. But when chosen, and found adequate to the post, he ought to be left as much as possible to carry out the system of the school in his own way, and according to his own judgment. From what I have known of the best schools in England, I am convinced that their success is generally in exact proportion to the freedom which the trustees allow to the Head Master. At Rugby, which is generally reckoned the most efficient school in England, the trustees, taught by experience, have for long confined their functions entirely to the election of the Head Master, and to the

Professor Shairp.

auditing the accounts which he annually lays before them. It will be long, I fear, before our countrymen will acquiesce in this policy of non-interference; but I am deeply convinced that just in proportion as they approach to it, will their schools rise in real efficiency.

After they have learned to have confidence in their Head Master, the more they are guided in their selection of under masters by his advice the better. Best of all, perhaps, to leave the choice of assistant masters entirely to him.

As to the Madras, it is clear, from the nature of things, that it must suffer from the present divided rule. Each master will naturally try to promote his own branch, without considering the others, the more so in proportion to his zeal for his own subject. In so complicated a system one wide and impartial survey of the superintending eye, to arrange and subordinate the several departments, with a view to one total end, is especially needful.

Besides the intellectual organization, an incalculable moral advantage to a school arises from the supremacy of one controlling mind. If the head master, besides being an able scholar, is also a man of high character, his influence reaches every boy within the school, and does more to educate him than anything else can do.

These remarks I offer without the least personal allusion, but entirely from a comparison of the Madras system with the most perfectly modelled schools which I have known.—I am, etc.,

J. C. Shairp.

Professor Veitch.

15.—John Veitch, M.A., Professor of Logic and Rhetoric, University of Glasgow.

Would you state your views on the following points:—

I. *Constitution and Management of Burgh Schools.*

1. The constitution of the burgh school?
2. The management of the burgh school?

I think the Town Council, in which the management of the burgh school is usually vested, sufficiently competent as the local managing body. In the case, however, of an educational rate being imposed, it might be desirable to place the local management in a special joint committee, composed partly of delegates from the Town Council and partly of certain ratepayers not members of Council. The ultimate decision of all questions relating to the position of the teacher—his efficiency, the nature and number of the branches of education—should rest with some central authority, such as an Educational Board for Scotland.

3. The relation of the masters (*a*) to each other; (*b*) to the managing body?

I should, on the whole, prefer assigning to each master a definite sphere of work, and allowing him as nearly as possible complete independence of action within that sphere, thus making him directly responsible for the efficient conduct of his department. At the same time I should have over the whole school a head master who, besides conducting his own department of teaching, should have the power of visiting and examining the classes of the sub-masters, and of reporting any deficiency to a higher authority, such as a Central Board.

I think the local managing body should have the right of appointing the teacher to his office, but that the power of removal should lie with some higher authority; viz., the Central Board.

In regard to the methods and manner of teaching, the masters should be left absolutely free of any control on the part of the local managing body.

There should also be authority on the part of the Central Board to remove a master on proof being led satisfactory to the board of incompetency and remissness in the discharge of his duties.

A competent retiring allowance should be provided for cases of long service and infirmity. This, while just in itself, would facilitate the removal of teachers who had become unfit for duty through old age.

II. *Relation of Burgh Schools to the Community.*

4. The theory of the burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?
5. More especially—(*a*) Do all the classes in the community avail themselves of it?

In point of fact, the burgh-school system does not seem to me to meet the wants of the whole community. On the one hand it does not take in the very

lowest class in towns, and the children who are sent at an early age to work in mills, etc. For both these classes special provision would probably require to be made outside of the burgh system. Then, on the other hand, it fails as a rule to carry on the education of the children of the middle classes to such a point as to equip them thoroughly for entering the advanced classical and mathematical classes in the Universities. In general, I should say, so far as my observation goes, that few of the children of the lowest class are to be found in the burgh schools, and that many of those of the middle class are sent elsewhere for their education. Professor Veitch.

(*b*) Does its mixed character operate against it as compared with private academies, proprietary schools, boarding schools at a distance, or other schools?

It does so, to a considerable extent, as far at least as the middle classes are concerned. One serious drawback, moreover, is the great variety of ages of the children attending, and the impossibility for one teacher to make and carry out a thorough sectional distribution of the pupils, whether on the principle of variety of age, attainments, or branches of study.

III. *Quality of Instruction.*

6. Is the burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations at the universities, and for the civil, military, and East Indian services?

In regard to the civil, military, and Government Indian Services, I should say decidedly not. In regard to the competitive examinations at the Universities, the case is somewhat different. The standard of those examinations, which are generally for bursaries at the commencement of the college session, is necessarily less definite than in the case of the other examinations referred to. The standard must, in fact, be suited to the level of the attainments which the burgh schools generally provide. The character of the preliminary University examinations would, of course, be greatly raised were a more advanced education provided in the schools.

IV. *Curriculum.*

7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.

I think that in each school of a moderately populous burgh there should be a variety of courses of study carefully arranged, and that after children have passed through a certain general elementary training, their parents should be free to select such of the courses as they think fit; viz., classical, mathematical, or scientific. But the children should be required to pass from lower to higher classes in regular order.

8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.

I think there are certain marked advantages in continuing a boy for a series of terms under the same master in the same subject, provided always that there are sufficient guarantees of the efficiency of the master. The relative progress of the boy is thus likely to be more thoroughly watched over and appreciated, the master having greater opportunities of noting the gradual development of the mind of his pupil, and a more personal interest in his final proficiency. I have doubts as to the beneficial effect of the transference of a boy through a succession of masters while his mental powers are necessarily merely in a state of development; and I have doubts also as to the sufficiency of examinations in the case of a young boy as a means of testing his real progress. I think, however, that after a boy has been under the same master for a series of terms, he might with benefit be transferred to the head master of the school, there being now a probability that with more freely developed faculties the pupil might profit by a change of teaching and by contact with another mind.

Professor Veitch.

V. *Subjects of Instruction.*

9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the burgh schools?

The branches more immediately useful, *i.e.*, capable of direct application to the circumstances of life in the case of the majority of pupils are, I should say, the ordinary departments of an English education, including grammar and geography, writing, arithmetic, mathematics, and the modern languages, especially French and German. At the same time, I am decidedly of opinion that as a means of general mental culture and discipline for the individual, a thorough classical training is the best. Some degree of classical training would, indeed, be found to prove an excellent, if not an indispensable, accompaniment to an English education.

VI. *Examinations.*

11. Would it, in your opinion be an advantage or otherwise, if the burgh schools were examined annually, and publicly reported on by independent examiners?

I should think so, decidedly. I believe the present modes of examination, or rather exhibition, are far from being thoroughgoing or satisfactory.

12. If such examiners are desirable, how should they be appointed?

By the Crown, or a Board of Education for Scotland, an institution which I should regard as eminently desirable.

VII. *Relation between Burgh Schools and the Universities.*

13. State your views as to the relation which should exist between the burgh schools and the universities.

An intimate connexion between the burgh schools and universities is very desirable. In the first place, it is desirable that the masters of the burgh schools should have some university education, both as a means of general culture for the teacher himself, and as affording him an insight into the wants of those pupils who are destined for a university course. It seems to me that no aptitude in the mere art of teaching can compensate for the lack of breadth of view and elevation of ideal in the *matter* of instruction, which can be acquired only through a course of liberal university education. I should be inclined to suggest that an amount of university attendance, similar to that which was formerly required for the degree of Bachelor of Arts, should be demanded of candidates for at least the head mastership of a burgh school.

In the second place, there would be an advantage in requiring the candidate (or presentee) for a burgh school to hold a certificate of competency from some examining board—as, for example, the present University Board, instituted for the examination of parochial teachers.

In the third place, the burgh schools, as the principal and immediate feeders of the Arts classes in the universities, should have in them provision for a more efficient and advanced training than they possess at present in certain departments, especially the following; viz., classics, mathematics, and English composition. Such a provision would serve more than almost anything else to elevate the standard of training in the Arts classes in the Scotch Universities.

VIII. *Suggestions upon Burgh and Middle-Class Schools.*

15. Have you any suggestions to make upon middle-class education in Scotland?

The need for improved middle-class education in Scotland seems to me to be great and urgent. Better provision might be made for it in either of two ways:—1. By the institution of a new and higher class of provincial schools, analogous to the gymnasia of Germany and the 'colleges' of France; or, 2. By raising generally the character of the burgh schools, and especially, in populous centres, by superadding to the present comparatively elementary instruction in the school, the means of carrying on education to a higher point. I should prefer the second method as the most generally useful, and as readily fitting on to the existing machinery. The departments to be added and more fully developed are the classical, mathematical, scientific, and English literature and composition.

APPENDIX B.

MEMORIAL for ALEXANDER CRAIG SELLAR, Esquire, and THOMAS HARVEY, Esquire, Assistant-Commissioners to the Commission appointed by Her Majesty for the purpose of inquiring into certain Schools in Scotland, for the OPINION of COUNSEL.

The Memorialists have been appointed Assistant-Commissioners to inquire into the Burgh and Middle-class schools of Scotland, and to report. Among many other points to which their attention has been directed, they have been instructed to ascertain as to the legal constitution of such schools (distinguished from the ordinary Parish schools), the legal provision (if any) for their establishment and maintenance, the character and condition of the school buildings, and on whom the burden rests of erecting them and keeping them in repair, the tenure upon which the masters hold office, and the nature of the legal or pactional relations which exist between them and those who appoint them.

The Memorialists have taken some trouble in order to put themselves in a position to report satisfactorily upon these and other points, but they find the matter involved in considerable doubt and obscurity, and they are consequently desirous to be advised by Counsel on the subject. For the sake of conciseness, they will state the queries *seriatim*, adjecting to each such remarks for the guidance of Counsel as have occurred to them in the course of their investigations.

The points on which they desire to be advised are the following:—

1. What is the legal definition of a Burgh school?

2. Is there any legal provision for the establishment and maintenance of Public schools in burghs in Scotland; and if so, what is it, and on whom does the obligation to establish and maintain such schools rest?

3. (*a.*) If a Public school has been established in a burgh for a period of 50 or a 100 years, would there be any obligation on any one to continue to maintain such school, and if so, on whom would the obligation rest?

(*b.*) Supposing such an obligation to exist, could the party or parties on whom it rests denude themselves of it?

(*c.*) In cases where the parties in whom the appointment of the schoolmaster was vested have denuded themselves wholly or partially of their rights over the school, including in either case the appointment of the master, do the masters of such schools still retain all their rights and privileges as Burgh schoolmasters?

4. (*a.*) What is the tenure of office of a Burgh schoolmaster?

(*b.*) If the tenure of a Burgh schoolmaster's office be as that of a Parochial schoolmaster, *ad vitam aut culpam*, can that be modified by any special contract entered into between the parties appointing and the master?

I. In regard to the first point, the definition namely of a Burgh school, the attention of Counsel is respectfully directed to—

1. Act 24 and 25 Victoria, chapter 107. This Act is entitled, 'An Act to alter 'and amend the law relating to Parochial and Burgh Schools, and to the Test re- 'quired to be taken by Schoolmasters in Scotland;' and by it, it is enacted that Section 1.
the expression 'Burgh school' shall mean and include every Burgh, Grammar, or other Public school not being a Parochial school.

2. Act 9 and 10 Victoria, chapter 226. This Act is entitled, 'An Act for 'better raising and more securely constituting the Fund for the relief of Widows 'and Children of Burgh and Parochial Schoolmasters in Scotland.' By this Act it
is enacted that the following, among other persons, shall be bound and entitled Section 2.
from the date of their election to enter and become contributors to the fund, namely, 'every person who shall be elected, and enter into possession of the 'office and emoluments of a schoolmaster in any school established in or for any 'Burgh, the patronage whereof is, or shall at the time of his election be vested 'solely in the Magistrates thereof, or in the Magistrates and Town-Council

'thereof, or in these parties, or any of them, in conjunction with any other 'person or persons, provided the amount of salary payable to such schoolmaster 'out of the funds of the Burgh shall, at the time of his election, be not less than 'the sum of £6 sterling yearly.'

Section 17, p. 605.

3. Duncan's *Parochial and Ecclesiastical Law*, chapter 14, says, 'Without 'attempting any formal definition of a Burgh school under the old law, it may be 'observed, that such a character was, in most instances, attached to a school 'situated within the Burgh or belonging in property thereto, of which the 'Magistrates, as on behalf of the community, were trustees, or directors, or in some 'way or another possessed the control and management. The circumstance that 'the school owed its origin or endowment to private munificence did not, unless the 'terms of the deed of constitution so imported, preclude the school from being 'regarded as a Burgh school over which the jurisdiction of the presbytery might 'extend. Neither did the circumstance, that the school was known in the locality 'by a special or distinctive title as a Grammar school or Academy, necessarily 'prevent it from being treated as a Burgh school, amenable to the control of this 'parochial judicatory.' He then refers to the opinions of the Judges in this case, where it was held that the School or Academy of Elgin formed a Public Burgh school, and that the masters thereof were subject to the jurisdiction and control of the presbytery. Counsel is referred to this case, which contains a great deal of research on this subject.

Presbytery of Elgin *v.* Magistrates of Elgin, 23 Dun. p.287, 16th January 1861.

II. In regard to the second point, the existence, namely, of any legal provision for the establishment and maintenance of Public schools in burghs, Counsel is directed to the following:—

1. In the Act 1567, c. 11, it was ordained 'that all schulis to burgh and land 'and all universities and colleges be reformed.'

2. The Disarming Act, 19 Geo. II. c. 39, section 21. This Act proceeds upon a preamble that it is of great importance to prevent the rising generation being educated in disaffected or rebellious principles, and although sufficient provision is already made by law for the due regulation of the teachers in the four Universities *and in the Public schools authorized by law in the* ROYAL BURGHS and country parishes in Scotland, it is further necessary that all persons who take upon themselves to officiate as masters or teachers in Private schools in Scotland should give evidence of their good affection to the Government. It then enacts that it shall not be lawful for any person in Scotland to keep a Private school for teaching English, Latin, Greek, or any part of literature, 'other than those in the univer- 'sities *or established in the respective* ROYAL BURGHS BY PUBLIC AUTHORITY, or the 'Parochial schools settled according to law,' etc. etc., until the school shall be registered and the teacher certified as qualified by having taken the oaths to Government. It will be noticed in these Acts a clear distinction is drawn between the Burgh and the ordinary Parochial schools, but the Memorialists have been unable to discover what is the public authority under which schools were established in the respective royal burghs, or what was the nature and extent of their establishment.

3. The Act for settling of schools, 9th October 1696, which statutes and ordains 'that there be a school settled and established and a schoolmaster appointed in 'every parish not already provided by advice of the heritors and minister of the 'parish.' There does not appear to be any qualification here beyond what is stated, and Counsel will consider whether this Act did not apply to the case of burghs which formed parishes themselves, or parts of parishes. If it did so apply, then it is presumed the schools founded in burghs under the authority of this Act, although ordinarily termed Burgh schools, would in reality be parish schools, and the teacher would in consequence have all the rights and privileges of a parish schoolmaster. By the Act 43 Geo. III. c. 54 (11th June 1803), which proceeds upon a recital of the last-mentioned Statute, there seems to be a distinction drawn between Burgh schools and Parish schools, as it expressly provides that none of the provisions of this Act shall apply to the case of a parish which consists only of a royal burgh or part of a royal burgh.

Section 12.

On this point, Counsel is referred to the Elgin case, already mentioned. Lord Deas says, 'There are two kinds of Public schools in Scotland, Parish schools 'and Burgh schools. The peculiarities of a Public school I take to be that it is a

23 D. p. 307.

'school which cannot be discontinued except by the supreme authority, and at which 'all classes of persons are entitled to be admitted for education who comply with 'the regulations of the institution.' On the other hand, Lord Ivory says, 'I am 23 D. p. 'not sure that we are all using the words "Burgh school" in the same sense, or 310. 'in the sense in which it has been dealt with in this action. The word Burgh school 'is not within the four corners of this summons. It is, that the school and 'academy, comprehending therein its various departments and masterships, is a 'Public school, and, as such, truly within the jurisdiction of the presbytery, that 'is, public to the effect of falling under that jurisdiction; and I find a difficulty 'in separating the two things, because, apart from the jurisdiction of the presby- 'tery with reference to a school of this sort, I am not sure if I rightly understand 'what a Public school is. I understand what a Parish school means. It is a 'national establishment. It is an establishment which the law of the land com- 'pels the heritors to keep up, for which the law of the land furnishes endowments, 'and which it makes one of the institutions of the country. With reference to a 'Burgh school, if it is burgh property, perhaps the same thing might result, but I am 'not aware that in any phase of the question, with reference to the Burgh schools, 'it has ever been conceived that there was any obligation upon the burgesses or 'upon the magistrates or the community to found such schools, if they have not 'been founded to maintain such schools, to pay salaries to the teachers or to provide 'houses for them, and therefore a Burgh school, in any sense of the word in which 'I have been accustomed to read it, is something where the endowment and 'everything connected with the school is more precarious than the case of the 'Parish school. It is not an institution in which the situation of the master is '*munus publicum.* He has no salary as public officer, he has no duties as such.' It will be noticed from the report that Lord Ivory was inclined to differ a little from the other Judges, and his opinion was consequently given with some hesitation.

In treating of this subject, Mr. Duncan, page 602, says, 'None of the fore- Duncan, 'going Statutes contained any express obligation on the inhabitants of burghs to p. 602. 'provide or maintain schools. At the same time, Burgh schools, equally with 'schools which the heritors were bound to build, were subject to the jurisdiction 'of the presbytery. Accordingly, when the parochial judicatory did exercise 'the statutory superintendence and control over the management of a Burgh 'school, such school thereupon became, to all intents and purposes, a Parish 'school (in the sense of being a school subject to the jurisdiction of the presby- 'tery), although it might be distinctively termed a Burgh school.' He afterwards adds, 'In a broad and comprehensive sense, therefore, the phrase Parochial Duncan, 'schools embraced not only those schools in landward parishes, or in parishes p. 602. 'partly landward and partly burghal, for the construction and maintenance of 'which the heritors were liable to contribute, but also such schools within burgh, 'although not built by funds compulsorily obtained, over which, *qua* Public 'schools, presbyteries had exercised jurisdiction and control;' and in support of his reasoning he refers to Lord Handyside's Note in the Elgin case, already alluded to.

III. If a Public school has once been established in a burgh, and maintained there for a period beyond the long prescription, would the parties who established and maintained the school be equally bound to maintain it in all time coming, or could they refuse to do so without cause assigned?

The object of the Memorialists in putting this question, which runs very much into the previous one, is (to be advised by Counsel) whether, in the case of a Public school established under the management and patronage of the magistrates of any particular burgh, and maintained by them for a period of fifty or a hundred years, such magistrates could denude themselves of the management and patron- age, and thus get rid of their obligation to maintain the school. Of course this question assumes that there is no general legal provision for the establishment and maintenance of Burgh schools, as if there was such it is presumed that it could be enforced. This point does not exactly occur in the Elgin case, although, as formerly mentioned, Lord Deas there states, 'The peculiarities of a Public school I take to 23 D. p. 'be that it is a school which cannot be discontinued except by the supreme autho- 307. 'rity;' and in treating of the somewhat cognate matter of the competency of a

23 D. p. 309.

change from a Public Burgh school into a Private school, Lord Deas says, 'I 'think it may be a very serious question whether a change of that kind could be 'effected, whether a Public Burgh school can, at the pleasure of the adminis- 'trators, cease to possess its public character and be changed into a Private 'school.'

If it is assumed that magistrates of a burgh in the position above set forth have power to denude themselves, wholly or partially, of their rights in a school established, including in either case their right to appoint a schoolmaster, would any master previously appointed by them still retain all his rights and privileges as a burgh schoolmaster? Suppose the magistrates were to sell the school and appropriate the proceeds, or allow it to go to ruin, and the master had thus no school in which to teach, would he still remain a burgh schoolmaster, under obligation to subscribe to the Schoolmasters' Widows' Fund, and having right to any privileges effeiring to the office? There is another view from which this point may be looked at. Supposing money to have been left for the endowment of the teacher and the support and maintenance of the school, on the condition that the management of the school and the appointment of the teacher should thenceforth devolve on trustees appointed by the donor, could the magistrates thereupon denude themselves of their rights, and if so, would the teacher still remain a burgh schoolmaster in the proper sense of the term? Would not the school then be more of the nature of an Academy or Private school, and only a *quasi* public one?

IV. What is the tenure of office of a burgh schoolmaster? Does he hold it *ad vitam aut culpam* or *durante bene placito*, and, in the former case, can his rights be legally modified by any special contract or agreement entered into at the time of his appointment between him and the parties appointing him? In Bell's *Principles* it is laid down,—'The schools established in burghs by the magistrates, not being 'parochial, are held to be public, and the schoolmasters public officers, holding 'a *munus publicum*, their offices being *ad vitam aut culpam*. As to academies and 'schools established by royal charter, the directors have no power to elect a 'schoolmaster to hold the office at pleasure, or to dismiss him, when duly elected, 'without just cause shown. But there may be special powers conferred by the 'charters, and among others that of making bye-laws, under which, provided they 'are consistent with the chartered constitution, the schoolmaster may be more 'in the discretionary power of the directors.' See also on this subject Dunlop's *Parochial Law*. But in the opinion delivered by Lord Ivory in the Elgin case, he expressly holds that the schoolmaster of a Burgh school has no *munus publicum*. He says, 'It is not an institution in which the situation of the master is *munus* '*publicum*. He has no salary as public officer,—he has no duties as such,' etc. And in the same case Lord Deas says, 'It may or may not be that the teachers 'in Public Burgh schools hold their appointments for life. I am not aware that 'that has ever been expressly determined. It has been decided that a town- 'clerk holds his office for life, and there may be room for argument, and the 'argument may be strong, for anything I know, that that was decided on a 'ground or principle equally applicable to teachers of Burgh schools.'

Bell's *Principles*, 5th edition, section 2189.

Dun. *Paroch. Law*, 2d edit., p. 504.

23 D. p. 311.

23 D. p. 309 and 310.

Again, with regard to the competency of modifying the rights of the master by special agreement, counsel is referred to this case, where it was held that a parochial schoolmaster was entitled to hold his office, and to all the endowments thereof, *ad vitam aut culpam*, and that the heritors could not effectually stipulate that he should be removable at their pleasure. This case had reference to a purely parochial school, but Counsel is also referred to this case, which had reference to the case of an Academy or Public school, where Lord Meadowbank remarked, 'that it 'is *contra bones mores* to appoint a man to a school during the pleasure of any set 'of gentlemen. It is using him like a shoeblack, whose situation depends upon 'the will of a gentleman; and worse than a shoeblack, for it leaves him to the 'disposal of a numerous open body, who always, to a proverb, have no conscience.'

Duff v. Grant. Mor. 9576.

Adam v. Directors of Inverness Academy 7th July 1815. 14 Shaw, p. 714.

For the sake of convenience, the following *résumé* of the queries is now given, and the answer of Counsel is respectfully requested.

1. What is the legal definition of a Burgh School?

2. Is there any legal provision for the establishment and maintenance of Public and Burgh schools in Scotland, and if so, what is it, and on whom does the obligation to establish and maintain such schools rest?

3. (*a.*) If a Public school has been established in a burgh for a period of 50 or 100 years, would there be any obligation on any one to continue to maintain such school, and if so, on whom would the obligation rest?

(*b.*) Supposing such an obligation to exist, could the party or parties on whom it rests denude themselves of it?

(*c.*) In cases where the parties on whom the appointment of the schoolmaster was vested have denuded themselves wholly or partially of their rights over the school, including in either case the appointment of the master, do the masters of such schools still retain all their rights and privileges as burgh schoolmasters?

4. (*a.*) What is the tenure of office of a burgh schoolmaster?

(*b.*) If the tenure of a burgh schoolmaster be as that of a parochial schoolmaster, *ad vitam aut culpam*, can that be modified by any special contract entered into between the parties appointing and the master?

OPINION.

1. A Burgh school differs on the one hand from a Parochial school, which is the creation of special statutory enactment, and on the other, from schools established and maintained by private enterprise. It may be supported either out of the burgh funds or by endowment; but its leading characteristics seem to us to be that it is subject to the regulation and control by the authorities of the burgh as such, and that under that regulation it is open to the community.

2. We are of opinion that there is no legal provision for the establishment and maintenance of Burgh schools properly so called. There is statutory requirement for the existence of a school in every parish in Scotland, which requirement can be enforced against the heritors; but this refers only to Parochial schools properly so called—which differ in their origin, in the sources from which they are maintained, and, generally speaking, in the nature of the instruction given, from Burgh schools.

3. (*a. and b.*) If a school has been established in a burgh by endowment, we are of opinion that an obligation would rest with the burgh, and be enforceable against it, to continue to devote that endowment to the purposes for which it was given. We are further of opinion that if a school in a burgh, open to the community, shall have been supported out of the common good for a period of years, an obligation will rest with the burgh to continue the support of that school out of the common good, so long as there are any funds available. We think that there would be an obligation to maintain such a school in the same manner as it had all along existed, and that while the obligation might be modified to a reasonable extent by circumstances, it would not be in the power of parties to denude themselves of it at their pleasure.

(*c.*) We are of opinion that the parties in whom the regulation of a Burgh school, including the appointment of the master, has vested, are not entitled at their own pleasure to relinquish that control. We think that they hold the position of trustees for the public; and that they cannot divest themselves of the responsibility thereto attaching. In cases where they have done so, the master so appointed is not, properly speaking, a Burgh schoolmaster.

4. (*a.*) We are of opinion that a Burgh schoolmaster holds his office *ad vitam aut culpam.*

(*b.*) It is possible to conceive a case in which the authorities might validly make a special stipulation as to a master's tenure of office. For example, if they wished to afford instruction in some branch of education which had not been before taught, we think they might legally stipulate that the master should hold his appointment conditionally on the success of the experiment. But we are of opinion that any stipulation making the tenure of office by the regular master or masters of the school other than *ad vitam aut culpam* would be illegal.

The opinion of

GEORGE PATTON.
PATRICK FRASER.
HENRY H. LANCASTER.

EDINBURGH, 25*th February* 1867.

APPENDIX C.

RESULTS OF THE EDINBURGH UNIVERSITY LOCAL EXAMINATIONS FOR THE YEARS 1865, 1866, AND 1867. Communicated by WALTER SCOTT DALGLEISH, M.A., Honorary Secretary.

In reporting on the Results of the Local Examination Scheme, instituted by the University of Edinburgh in 1865, I shall confine myself chiefly to statistical details.

It may be useful, however, to preface these by a brief narrative of the circumstances which led the University to establish examinations of this kind.

They were first suggested by the Local Examinations of Oxford and Cambridge, instituted respectively in June and December 1858. These schemes had their origin in a desire to test, and by testing to improve, the education of those who did not intend to go to a university after leaving school.

Although the proportion of scholars of this class was known to be much smaller in Scotland than in England, it was believed that the number was sufficiently large to warrant the making of some effort on their behalf.

That there was great dissatisfaction with the educational condition of young men who pass immediately from school to business pursuits, and a very general desire to have it improved, was shown by the fact that, when it was first proposed to institute local examinations in Scotland, the representatives of a large number of the leading firms in the chief commercial towns pledged themselves to give a preference, in selecting their clerks and assistants, to those who (*cæteris paribus*) held Edinburgh certificates.

The General Council of the University of Edinburgh, at its first meeting, under the presidency of Mr. Gladstone, passed a resolution approving of the proposal. The subject was afterwards discussed at successive meetings of the Council. It occupied the attention also of the University Court and of the Senatus Academicus; and in 1864 the Senatus resolved to comply with the demand which seemed to exist for these examinations, and appointed a committee of their number as a board of management, to institute and superintend the scheme.

In order to ascertain what amount of support the scheme was likely to receive from the general public, and at the same time to secure the University against loss in case of failure or very partial success, it was resolved to afford those interested in the proposal an opportunity of contributing to the fund necessary to meet the initiatory expenses of the scheme. Having made arrangements with this view, the Board ascertained, within a month of their first meeting, that upwards of £100 had been subscribed to the Preliminary Expenses Fund, by gentlemen connected with commerce and with education. Accepting this as a guarantee that the University would be sufficiently supported by the public, the Board immediately issued a programme of examination, and announced the end of June 1865 as the time when their first examinations would be held.

The first examinations (1865) were held at two centres, Edinburgh and Inverness. Local committees were formed also in Greenock and Stirling; but as they failed to produce the necessary number of candidates (25) no examinations were held there.

In the second year a third centre (Newton-Stewart) was added; and in the

present year (1867) the centres continue the same as last,—Edinburgh, Inverness, and Newton-Stewart.

The following table (I.) shows the general results of the examinations in the three years :—

TABLE I.—GENERAL.

		1865.	1866.	1867.*
TOTAL,	Examined,	58	72	89
	Passed,	46	59	81
	Failed,	12	13	8
EDINBURGH,	Examined,	29	27	44
	Passed,	23	25	41
	Failed,	6	2	3
INVERNESS,	Examined,	29	27	16
	Passed,	23	21	14
	Failed,	6	6	2
NEWTON-STEWART,	Examined,	...	18	29
	Passed,	...	13	26
	Failed,	...	5	3

* The returns for 1867 are given by Mr. M'Donald, the Secretary to the Edinburgh University Local Examination Scheme.

The following tables (II. and III.) show the proportion of males and females, and of senior and junior candidates, in each year :—

TABLE II.—MALE CANDIDATES.

		1865.		1866.		1867.	
		Sen.	Jun.	Sen.	Jun.	Sen.	Jun.
TOTAL,	Examined,	14	23	17	43	15	51
	Passed,	10	22	14	36	15	48
	Failed,	4	1	3	7	...	3
EDINBURGH,	Examined,	8	14	1	21	5	31
	Passed,	5	13	1	19	5	30
	Failed,	3	1	...	2	...	1
INVERNESS,	Examined,	6	9	11	13	5	4
	Passed,	5	9	10	8	5	4
	Failed,	1	...	1	5	...	...
NEWTON-STEWART,	Examined,	...	...	5	9	5	16
	Passed,	...	...	3	9	5	14
	Failed,	...	...	2	...	...	2

TABLE III.—FEMALE CANDIDATES.

		1865.		1866.		1867.	
		Sen.	Jun.	Sen.	Jun.	Sen.	Jun.
TOTAL,	Examined,	15	6	7	5	9	14
	Passed,	9	5	7	2	6	12
	Failed,	6	1	...	3	3	2
EDINBURGH,	Examined,	7	...	4	1	3	5
	Passed,	5	...	4	1	1	5
	Failed,	2	...	...	...	2	...
INVERNESS,	Examined,	8	6	3	...	3	4
	Passed,	4	5	3	...	2	3
	Failed,	4	1	...	...	1	1
NEWTON-STEWART,	Examined,	...	...	...	4	3	5
	Passed,	...	...	...	1	3	4
	Failed,	...	...	...	3	...	1

The following is a complete list of the schools that have contributed candidates at each centre, with the total number of pupils in attendance, and the number of candidates who passed in each year:—

TABLE IV.—LIST OF SCHOOLS.

	1865.		1866.		1867.	
	Pupils		Pupils		Pupils	
	In School.	Passed	In School.	Passed	In School.	Passed
(1.) EDINBURGH.						
High School, Stirling,	362	3	...	...	...	...
Free Church School, Anstruther,	200	1	...	...	...	...
St. Stephen's School, Edinburgh,	150	1	...	...	...	...
Edinburgh Institution, Queen Street,	400	2	...	4	...	1
Gilbertfield House, Hamilton,	42	2	41	2	...	4
Wellfield Academy, Dunse,	56	8	...	...	53	4
Royal Circus Institution, Edinburgh,	...	3	...	...	...	...
John Watson's Institution, Edinburgh,	97	1	89	4	85	5
Merchant Maiden Hospital, Edinburgh,	73	2	72	3	...	...
George Watson's Hospital, Edinburgh,	...	...	110	8	110	9
Stewart's Hospital, Edinburgh,	...	...	68	1	68	3
George Heriot's Hospital, Edinburgh,	...	...	180	1	180	10
Free Church School, Dunbar,	...	...	76	1	...	...
Private Tuition,	...	...	...	1	...	...
Newington Academy, 8, Arniston Place,	...	...	...	...	230	3
Gartsherrie Academy, Coatbridge,	...	...	...	...	380	1
Burgh School, Musselburgh.*						
Prestonkirk School (Mr. Bonar's),	...	...	...	...	...	1
Scottish Institution, Moray Place,	...	...	...	...	...	1
(2.) INVERNESS.						
Royal Academy, Inverness,	290	18	234	9	220	11
Rose's Academical Institution, Nairn,	75	5	85	8	85	3
Lochcarron Parish School,	...	...	120	4	...	...
Free Church School, Fort-William.*						
(3.) NEWTON-STEWART.						
Ewart Institution, Newton-Stewart,	...	...	156	13	149	23
Normal School, Wigton,	...	...	...	...	100	3
TOTAL CANDIDATES PASSED,	46		59		81	
TOTAL NUMBER OF SCHOOLS,	11		13		15	

* Candidate withdrawn.

In regard to the social position of the candidates, as indicated by the occupations of their parents, and to the future calling of the candidates themselves, the information within my reach does not extend beyond the first year. On these subjects, I quote the following paragraphs from the Report of the Board of Management to the Senatus Academicus for the year 1865.

'Returns as to the occupation of their parents were obtained from 47 candi-'dates. Of these, 17 may be classed as engaged in professions, as clergyman, 'doctor, lawyer, etc.; 30 as engaged in trades, as farmer, shopkeeper, grieve, 'game-keeper, cabman, butler, etc.

'The male candidates whose future professions are entered as "determined," 'are chiefly destined for mercantile pursuits; but a few have specified such 'callings as lawyer, banker, teacher, and civil-servant.

'All the female candidates who have fixed on a profession are destined to 'become governesses.'

I may be allowed, in conclusion, to mention some of the objections to the scheme, which have reached me in the course of my official intercourse with schoolmasters and others. These are chiefly the following:—

1. The number and variety of subjects included in the programme.
2. The large amount of work prescribed in certain special subjects, as Latin and Greek.
3. The large amount of work prescribed in the common subjects, which are imperative on every candidate.
4. The apathy of parents—many of whom do not appreciate the advantages of the scheme sufficiently to induce them to pay the fees.
5. The high rate of the fees, especially in connexion with the regulation that no fee is returned, either in whole or in part, in the case of failure.
6. The unwillingness of many schoolmasters to enter into what is virtually a competitive examination of schools.

WALTER SCOTT DALGLEISH, M.A.,
Honorary Secretary.

COLLEGE OF EDINBURGH, *October* 22, 1867.

RESULTS OF THE ST. ANDREWS UNIVERSITY LOCAL EXAMINATIONS FOR THE YEARS 1865 AND 1866, as furnished by Mr. TROUP, the Secretary.

The following table (I.) shows the general results of the examinations in the two years:—(*Note.*—Owing to the small numbers of pupils who offered to come forward, in 1867 the examination was not held)—

I.

		1865.	1866.
TOTAL,	Examined,	25	23
	Passed,	24	21
	Failed,	1	2

The following Tables (II. and III.) show the proportion of Males and Females and of Senior and Junior Candidates in each year:—

TABLE II.—MALE CANDIDATES.

		1865.	1866.
TOTAL,	Examined,	24	20
	Passed,	23	18
	Failed,	1	2
SENIOR CANDIDATES,	Examined,	6	3
	Passed,	5	3
	Failed,	1	...
JUNIOR CANDIDATES,	Examined,	18	17
	Passed,	18	15
	Failed,	...	2

TABLE III.—FEMALE CANDIDATES.

		1865.	1866.
TOTAL,	Examined,	1	3
	Passed,	1	3
	Failed,	...	...
SENIOR CANDIDATES,	Examined,	...	1
	Passed,	...	1
	Failed,	...	...
JUNIOR CANDIDATES,	Examined,	1	2
	Passed,	1	2
	Failed,	...	...

The following is a list of the schools that have contributed candidates at each centre, with the total number of candidates who came forward, and of those who passed, in each year :—

TABLE IV.—LIST OF SCHOOLS.

	1865.		1866.	
	Total.	Passed.	Total.	Passed.
Arbroath High School,	4	4	2	2
Broughty Ferry Proprietary School,	2	2	3	3
Dundee High School,	13	12	...	...
Dundee Proprietary School,	1	1	...	...
Madras College, St. Andrews,	3	3	9	8
Menmuir Parish School,	2	2	...	...
Mr. Browning's Academy, St. Andrews,	...	...	5	4
Forth Ironworks School, Oakley,	...	...	3	3
Stracathro Parish School,	...	...	1	1
TOTAL CANDIDATES PASSED,	...	24	...	21
TOTAL NUMBER OF SCHOOLS,	...	6	...	6

APPENDIX D.[1]

I.—PROFESSIONS OR OCCUPATIONS OF THE FATHERS OF 882 OF THE STUDENTS in the LATIN, GREEK, and MATHEMATICAL CLASSES in the UNIVERSITIES of EDINBURGH, GLASGOW, and ST. ANDREWS, and of the JUNIOR LATIN and GREEK CLASSES in the UNIVERSITY OF ABERDEEN. Session 1866-67.

CLASSES.	NUMBER OF STUDENTS.				
	UNIVERSITIES.				
PROFESSIONS OR OCCUPATIONS OF FATHERS.	ABERDEEN.	EDINBURGH.	GLASGOW.	ST ANDREWS	TOTAL.
I. PROFESSIONAL—					
Architect,	...	1	...	...	1
Civil Service, India,	...	...	...	2	2
Collector to Comrs. Police,	...	1	...	...	1
Doctors, Physician,	8	8	11	3	30
Engineers, Civil,	...	1	2	...	3
Editor,	...	...	1	...	1
Explorer,	...	...	1	...	1
Judge of Session,	...	1	...	...	1
Lawyer,	3	19	15	6	43
Minister,	14	44	46	7	111
Missionary and Catechist,	...	2	4	...	6
Officer, Army,	...	3	1	1	5
Do., Board of Fisheries,	...	1	...	...	1
Do., Coast-Guard,	...	...	1	...	1
Do., Customs,	...	...	1	...	1
Do., Inland Revenue,	2	5	1	...	8
Do., Police,	...	...	4	...	4
Do., Sheriff,	...	1	...	...	1
Pattern Designer,	...	...	1	...	1
Professor,	3	3	3	1	10
Prison Governor,	...	...	1	...	1
Publisher,	...	2	...	...	2
Sculptor,	...	...	1	...	1
Teacher,	4	12	14	9	39
II. COMMERCIAL—					
Accountant,	...	3	1	...	4
Actuary,	...	1	...	...	1
Agent,	...	1	2	1	4
Banker,	...	4	6	...	10
Brewer,	1	...	...	1	2
Candle-maker,	1	...	...	...	1
Fishcurer,	...	2	...	...	2
Hamcurer,	...	...	1	...	1
Hotel and Innkeeper,	...	2	1	...	3

[1] In compiling these statistics, and those of the Burgh and Middle-class Schools (Appendix E), Mr. Dingwall's services have been most valuable, and Mr. Fairley has also given us much assistance.

CLASSES: Professions or Occupations of Fathers.	Number of Students. Universities.				
	Aberdeen.	Edinburgh.	Glasgow.	St Andrews	Total.
II. Commercial—*cont.*					
Ironmaster,	...	...	2	...	2
Manufacturer,	1	3	9	3	16
Merchant,*	8	34	49	3	94
Shipbuilder,	...	...	1	...	1
Shipowner,	...	...	2	...	2
Warehouseman,	...	...	2	1	3
III. Agricultural—					
Crofter,	2	...	...	...	2
Factor,	3	...	...	...	3
Farmer,	28	40	49	8	125
Feuar and Portioner,	2	...	1	...	3
Forester,	1	1	...	...	2
Gardener,	1	5	6	...	12
Nurseryman,	1	...	1	...	1
Overseer, Steward,	...	2	...	...	2
Planter,	...	4	1	1	6
Proprietor,	...	2	2	2	6
IV. Shopkeeping—					
Baker,	...	1	...	...	1
Butcher,	...	1	1	...	2
Chemist and Druggist,	2	1	3	...	6
Clothier, Draper, Tailor,	1	8	3	...	12
Confectioner,	...	1	...	...	1
Hosier,	...	...	1	...	1
Pawnbroker,	...	...	1	...	1
Stationer,	...	...	3	...	3
Tobacconist,	...	...	1	1	2
V. Artisans and Skilled Labourers—					
Blacksmith,	1	2	6	...	9
Bleacher,	...	2	...	...	2
Boot and Shoemaker,	2	6	7	3	18
Brassfounder,	...	1	...	...	1
Builder,	2	4	2	...	8
Cabinetmaker,	...	1	1	...	2
Calenderer	...	...	1	...	1
Carpenter, Joiner, Wright,	3	9	6	3	21
Carver and Gilder,	...	1	...	...	1
Cooper,	1	...	...	...	1
Currier,	1	...	...	...	1
Dyer,	...	...	6	...	6
Engineers, Practical,	...	1	9	1	11
Gasmaker,	...	...	1	...	1
Glassmaker,	...	1	...	...	1
Golf-Clubmaker,	...	...	...	1	1
Gunmaker,	...	1	...	...	1
Handrailer,	...	1	...	...	1
Mason,	...	7	6	1	14
Mechanic,	...	1	3	...	4
Miller,	...	1	3	...	4
Mill Manager,	...	1	...	...	1
Millworker,	...	1	...	...	1
Millwright,	...	1	...	...	1
Nautical Instrument Maker,	...	...	1	...	1
Painter (House),	...	1	...	...	1

* Merchant includes a good many country small shopkeepers or general merchants.

CLASSES:	Number of Students.				
	Universities.				
Professions or Occupations of Fathers.	Aberdeen.	Edinburgh.	Glasgow.	St Andrews	Total.
V. Artisans and Skilled Labourers—*cont.*					
Plasterer,	...	2	...	...	2
Plumber,	...	1	1	...	2
Potter,	...	...	2	...	2
Printer,	...	1	2	...	3
Sailor,	1	1	3	...	5
Silversmith,	...	1	...	...	1
Stoker,	...	1	...	...	1
Sugar-Boiler,	...	...	2	...	2
Tinsmith,	1	...	...	...	1
Weaver, Warper,	...	7	3	...	10
VI. Labourers—					
Farm-Servant,	1	1	...	...	2
Gatekeeper,	...	1	...	...	1
Labourer,	2	4	6	1	13
Miner,	...	4	9	...	13
VII. Indefinite and Sundries—					
Agent, Station,	...	1	...	...	1
Butler,	...	1	...	...	1
Carrier,	1	...	1	...	2
Clerk,	1	3	3	...	7
Coachman,	2	1	1	...	4
Contractor,	2	3	1	...	6
Fisherman,	...	...	1	...	1
Gamekeeper,	...	...	...	1	1
Gentleman,	...	1	1	...	2
Guard, Railway,	...	1	...	...	1
Inspector of Poor,	...	1	2	...	3
Janitor,	...	...	1	...	1
Post-Office Service,	1	...	...	...	1
Reporter, Short-Hand Writer,	...	2	...	...	2
Road Surveyor,	...	...	1	...	1
Shepherd,	...	3	...	...	3
Tollman,	...	...	1	...	1
VIII. Profession not given,	11	12	24	13	60
ABSTRACT.					
I. Professional,	34	104	108	29	275
II. Commercial,*	11	50	76	9	146
III. Agricultural,	37	54	60	11	162
IV. Shopkeeping,	3	12	13	1	29
V. Artisans and Skilled Labourers,	12	57	65	9	143
VI. Labourers,	3	10	15	1	29
VII. Indefinite and Sundries,	7	17	13	1	38
VIII. Profession not given,	11	12	24	13	60
Total of all Professions,	118	316	374	74	882

* This class includes a good many country small shopkeepers or general merchants.

II.—AGES OF STUDENTS, AND PROFESSIONS AND OCCUPATIONS OF THE FATHERS of 1212 of those who attended Professor BLACKIE'S GREEK CLASSES in the UNIVERSITY OF EDINBURGH for Six Years, commencing Session 1860-61.

CLASSES: PROFESSIONS OR OCCUPATIONS OF FATHERS.	AGES OF STUDENTS.																		
	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	Above 30.	TOTAL.
I. PROFESSIONAL—																				
Civil Engineer,	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Civil Service—India,	...	...	1	...	2	2	...	...	1	...	...	...	...	...	...	...	...	...	...	6
Diplomatist,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Doctor, Physician, Surgeon,	...	2	5	11	9	3	2	2	...	...	2	...	...	...	...	...	...	...	...	36
Editor,	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	3
Inspector of Schools,	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Judge,	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	2
Lawyer,	...	1	6	23	22	8	5	...	...	1	1	...	...	...	...	...	...	...	1	68
Minister,	2	12	36	54	48	27	15	3	1	1	...	...	...	...	...	...	...	...	...	199
Missionary Catechist,	...	...	2	1	2	2	2	1	1	...	...	...	...	...	1	1	1	...	...	14
Officer—Inland Revenue,	...	...	1	2	3	2	...	1	...	...	...	...	...	...	...	...	...	...	...	9
Do., Military,	...	1	2	5	5	3	...	1	1	...	...	1	...	...	...	...	...	...	...	19
Do., Sheriff,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Professor,	...	...	...	4	5	...	1	...	...	...	...	...	...	...	...	...	...	...	...	10
Publisher,	...	...	...	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	4
Schoolmaster, Teacher,	2	2	7	17	11	6	4	5	1	1	2	2	1	2	...	...	...	...	2	65
Sheriff,	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
II. COMMERCIAL—																				
Accountant,	...	...	...	1	1	2	...	...	1	...	...	...	...	...	...	...	1	...	...	6
Actuary,	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Agent,	...	...	...	...	...	2	1	...	...	...	1	...	...	...	...	...	...	...	...	4
Banker,	...	...	2	5	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...	12
Brewer,	...	...	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Commission Agent,	...	1	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Consul,	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2

Fishcurer,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Innkeeper, Hotel-keeper,	...	1	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	4
Manufacturer,	1	1	1	1	3	3	1	2	1	2	1	1	...	1	1	...	...	...	...	20
Merchant,	...	1	7	11	14	12	11	7	4	5	3	1	2	...	1	...	...	...	...	79
Paper-maker,	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1
Shipbuilder,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Shipowner,	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	3
III. Agricultural—																				
Crofter,	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	2
Factor,	...	...	...	1	2	1	...	...	1	1	...	1	...	...	...	...	...	...	...	7
Farmer, Feuar,	...	1	9	23	22	17	22	18	15	8	12	7	5	6	3	2	...	2	3	175
Forester,	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	2
Gardener,	...	...	...	...	1	3	1	3	4	3	3	2	2	...	...	...	1	...	...	23
Grieve,	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Overseer,	...	...	...	1	1	2	1	...	1	...	...	1	...	2	...	...	...	...	...	9
Proprietor,	...	...	1	5	9	9	2	2	2	...	...	...	...	...	...	...	1	...	...	29
IV. Shopkeeping—																				
Baker,	...	...	...	1	1	2	1	...	...	...	...	2	1	...	...	...	...	...	...	8
Bookbinder,	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	3
Bookseller,	...	...	...	...	1	2	1	...	...	...	...	...	...	...	...	...	1	...	...	5
Butcher,	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	2
Chemist, Druggist,	...	...	...	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	3
Clothier, Draper, Tailor,	...	...	2	3	2	1	4	5	2	2	3	2	1	...	...	...	1	...	1	29
Confectioner,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Grocer,	...	...	1	1	3	1	1	1	...	1	3	...	1	...	...	...	...	...	...	13
Hatter,	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Spirit-dealer, Wine Merchant,	...	...	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	2
V. Artisans and Skilled Labourers—																				
Blacksmith,	...	1	...	1	1	...	2	2	...	3	1	1	1	...	...	...	...	...	...	13
Bleacher,	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	2
Blockcutter,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Boot and Shoemaker,	...	...	1	1	3	2	4	...	1	3	3	1	...	1	...	...	...	...	...	20
Brassfounder,	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Builder, Mason,	...	...	...	1	1	4	1	5	4	4	3	2	3	1	2	...	1	...	...	32
Cabinetmaker,	...	...	...	...	...	1	1	3	1	...	...	...	...	1	...	...	...	...	...	7
Carry forward,																				

CLASSES: Professions or Occupations of Fathers.	Ages of Students.																		
	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	Above 30.	Total.
Brought forward,																				
V. Artisans & Skilled Labourers—*cont.*																				
Carpenter, Joiner, Wright,	...	...	...	1	1	1	2	6	4	4	2	5	1	...	...	...	1	...	1	29
Coachbuilder,	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2
Coalman,	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Colliery Manager,	...	...	...	1	...	3	1	...	...	...	...	...	...	1	...	...	...	...	...	6
Cooper,	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1
Corkcutter,	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1
Customs,	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	2
Digger, Australia,	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Draughtsman,	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	3
Dyer,	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	2
Engineer,	...	...	...	...	...	...	2	2	2	...	...	...	...	...	...	...	...	...	...	6
Engraver,	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	2
Flaxdresser,	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	2
Gas Company,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Gunmaker,	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	2
Ironmoulder,	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Mechanic,	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1	...	3
Miller,	...	...	1	...	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	4
Painter,	...	...	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	3
Plasterer,	...	...	...	...	...	...	1	1	1	...	...	...	1	...	...	...	...	...	...	4
Printer,	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Quarrier,	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Ropemaker,	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	2
Saddler,	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Sailor,	...	1	...	...	...	...	...	1	...	1	1	1	...	...	...	...	...	...	...	5
Sawyer,	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1
Seedsman,	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	3
Silversmith,	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Slater,	...	...	2	...	1	1	...	...	...	1	...	1	...	...	...	...	...	...	1	7
Stereotype maker,	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1

Stoker,	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	2
Stone-merchant,	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Tinsmith,	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1
Typefounder,	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Watchmaker,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Weaver,	...	...	...	...	...	3	3	3	3	3	2	...	1	1	...	...	...	...	...	19
VI. Labouring—																				
Farm-Servant, Ploughman,	...	...	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	1	...	4
Labourer,	...	...	...	1	1	5	4	2	1	1	2	...	2	3	1	...	...	...	2	25
VII. Indefinite, etc.—																				
Butler,	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	3
Carrier, Carter,	...	...	...	...	...	...	1	...	...	2	1	...	...	1	1	...	...	...	...	6
Cattle-dealer,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1
Cemetery Superintendent,	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1
Church-Officer,	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1
Clerk,	...	...	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...	3
Coachman,	...	...	...	1	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	4
Contractor,	...	...	...	2	2	1	4		1	...	...	...	...	...	...	...	...	...	...	13
Fisherman,	...	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...	3
Guard,	...	...	...	...	2	...	...	1	...	...	1	...	...	...	...	...	...	...	...	4
Inspector of Railways,	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	2
Inspector of Poor, Registrar,	...	...	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	3
Newspaper Proprietor,	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Pianoforte-maker,	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Porter,	...	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	3
Postmaster, Post-Office,	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	2
Servant,	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	2
Shepherd,	...	...	...	1	1	1	1	2	1	...	...	1	...	1	...	...	...	...	...	9
Shipbroker,	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Shipmaster,	...	...	...	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	4
Soldier,	...	...	...	1	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	3
Steward,	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	1	...	...	...	3
Workman,	...	...	...	1	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	4
Total { Numbers,	5	26	106	204	191	149	126	93	71	56	58	39	23	24	11	5	7	6	12	1212
Total { Cent. proportion,	0·4	2·1	8·7	16·8	15·8	12·3	10·4	7·7	5·9	4·6	4·8	3·2	1·9	2·0	0·9	0·4	0·6	0·5	1·0	100·0

ABSTRACT AND CENTESIMAL PROPORTION OF TOTALS.—Professor BLACKIE'S CLASSES.

	Ages.																			Cent. proportion of Totals.
	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	Above 30.	Total.	
I. Professional,	4	18	62	122	109	55	31	14	5	3	5	3	1	2	1	2	1	...	3	441	36·4
II. Commercial,	1	4	16	21	23	25	16	9	6	8	5	2	3	1	2	...	1	...	...	143	11·8
III. Agricultural,	...	1	10	31	33	33	27	23	24	12	15	11	7	8	3	2	1	3	4	248	20·5
IV. Shopkeeping,	...	...	4	8	8	7	9	7	3	3	7	5	3	...	...	...	2	...	1	67	5·5
V. Artisan and Skilled Labouring,	...	3	8	10	11	18	26	29	25	24	19	12	7	7	2	...	2	1	2	206	17·0
VI. Labouring,	...	...	...	2	1	6	4	2	2	1	2	...	2	3	1	...	...	1	2	29	2·4
VII. Indefinite,	...	...	6	10	6	5	13	9	6	5	5	6	0	3	2	1	0	1	...	78	6·4
Total — Numbers,	5	26	106	204	191	149	126	93	71	56	58	39	23	24	11	5	7	6	12	1212	
Total — Cent. proportion,	0·4	2·1	8·7	16·8	15·8	12·3	10·4	7·7	5.9	4·6	4·8	3·2	1·9	2·0	0·9	0·4	0·6	0·5	1·0	...	100·0

III. (*a*)—DESCRIPTION OF SCHOOLS, in which were educated 764 of the STUDENTS of the LATIN, GREEK, and MATHEMATICAL CLASSES in the UNIVERSITIES of EDINBURGH, GLASGOW, and ST. ANDREWS,—Session 1866-67. Also, of 73 of those in LOGIC and METAPHYSICS and of ENGLISH LITERATURE at ST. ANDREWS.

SCHOOLS.	LATIN, GREEK, AND MATHEMATICAL.			TOTAL.	LOGIC AND ENGLISH LITERATURE.
	EDINBURGH.	GLASGOW.	ST. ANDREWS.		ST. ANDREWS.
Normal, Established, .	9	6	...	15	1
,, Free, . . .	6	12	...	18	...
Acad., Gram., and Col.,* .	67	123	28	218	28
Burgh, ...	44	49	7	100	9
Burgh and Parochial, .	1	2	1	4	...
Parochial, . . .	52	56	12	120	10
Gen. Assembly & Sessional,	1	2	...	3	...
Free Church, . . .	32	28	...	60	1
Institutions, . . .	14	6	...	20	...
Hospitals, . . .	6	...	...	6	...
Endowed, . . .	3	...	4	7	...
Subscrip., Highland Soc., Parliamentary, etc.,	2	5	2	9	...
Private (Schools), . .	17	10	6	33	6
Private (Education), .	25	7	6	38	2
Doubtful, ...	16	40	2	58	14
England and Wales, .	9	21	6	36	2
Ireland, ...	1	2	...	3	...
Canada, ...	...	2	...	2	...
Prince Edward's Island, .	2	...	...	2	...
Australia, . . .	1	1	...	2	...
Continent of Europe, .	2	...	...	2	...
United States, . . .	6	1	...	7	...
Africa, ...	...	1	...	1	...
TOTAL,	316	374	74	764	73

* Colleges, such as Madras, St. Andrews ; Collegiate and Andersonian University, Glasgow.

III. (*b*)—CENTESIMAL PROPORTIONS OF ABOVE.

SCHOOLS.	LATIN, GREEK, AND MATHEMATICAL.			TOTAL.	LOGIC AND ENGLISH LITERATURE.
	EDINBURGH.	GLASGOW.	ST. ANDREWS.		ST. ANDREWS.
Normal, Established,	2·8	1·6	...	2·0	1·4
,, Free,	1·9	3·2	...	2·3	...
Acad., Gram., and Col.,*	21·3	32·9	37·8	28·5	38·4
Burgh,	13·9	13·1	9·5	13·1	12·3
Burgh and Parochial,	0·3	0·5	1·4	0·5	...
Parochial,	16·5	15·0	16·2	15·7	13·7
Gen. Assembly & Sessional,	0·3	0·5	...	0·4	...
Free Church,	10·1	7·5	...	7·9	1·4
Institutions,	4·4	1·6	...	2·6	...
Hospitals,	1·9	...	...	0·8	...
Endowed,	1·0	...	5·4	0·9	...
Subscrip., Highland Soc., Parliamentary, etc.,	0·6	1·3	2·7	1·2	...
Private (Schools),	5·4	2·7	8·1	4·3	8·2
Private (Education),	8·0	1·9	8·1	4·9	2·7
Doubtful,	5·1	10·7	2·7	7·6	19·2
England and Wales,	2·8	5·6	8·1	4·7	2·7
Ireland,	0·3	0·5	...	0·4	...
Canada,	...	0·5	...	0·3	...
Prince Edward's Island,	0·6	...	...	0·3	...
Australia,	0·3	0·3	...	0·3	...
Continent of Europe,	0·6	...	...	0·3	...
United States,	1·9	0·3	...	0·9	...
Africa,	...	0·3	...	0·1	...
TOTAL,	100·0	100·0	100·0	100·0	100·0

* Colleges, such as Madras, St. Andrews; Collegiate and Andersonian University, Glasgow.

IV. (*a*)—AGES OF 882 STUDENTS in the LATIN, GREEK, and MATHEMATICAL CLASSES in the UNIVERSITIES of EDINBURGH, GLASGOW, and ST. ANDREWS, and in the JUNIOR LATIN and GREEK CLASSES in the UNIVERSITY of ABERDEEN— Session 1866-67.

UNIVERSITIES.	Ages.																	
	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	Above 30.	Total.
Senior Classes.																			
Edinburgh, . .	...	10	20	26	32	17	16	14	15	6	13	4	3	4	1	2	...	2	185
Glasgow, . .	1	6	19	29	31	18	17	15	22	10	15	8	5	2	...	...	...	3	201
St. Andrews, . .	...	1	3	7	6	8	5	4	1	...	...	2	...	...	...	...	...	...	37
Total,	1	17	42	62	69	43	38	33	38	16	28	14	8	6	1	2	...	5	423
Junior Classes.																			
Aberdeen, . .	1	5	30	31	17	12	5	9	3	2	1	2	...	...	...	...	...	...	118
Edinburgh, . .	3	10	21	21	8	12	8	10	10	11	4	3	3	1	1	...	3	2	131
Glasgow, . .	3	17	28	20	21	15	15	12	9	8	6	5	3	2	2	4	2	1	173
St. Andrews, . .	2	4	10	10	1	5	...	3	2	...	...	...	...	...	...	...	...	...	37
Total,	9	36	89	82	47	44	28	34	24	21	11	10	6	3	3	4	5	3	459
Total Senior & Junior,	10	53	131	144	116	87	66	67	62	37	39	24	14	9	4	6	5	8	882

IV. (*b.*)—CENTESIMAL PROPORTION OF AGES of 882 of the STUDENTS in the FOUR UNIVERSITIES.

UNIVERSITIES.	Ages.																	
	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	Above 30.	Total.
Senior Classes.																			
Edinburgh, . .	...	5·4	10·8	14·1	17·3	9·2	8·6	7·6	8·1	3·2	7·0	2·2	1·6	2·2	0·5	1·1	...	1·1	100·0
Glasgow, . . .	0·5	3·0	9·4	14·4	15·4	8·9	8·5	7·5	10·9	5·0	7·5	4·0	2·5	1·0	...	...	...	1·5	100·0
St. Andrews, . .	...	2·7	8·1	18·9	16·2	21·5	13·7	10·8	2·7	...	...	5·4	...	...	...	...	...	...	100·0
Total,	0·2	4·0	10·0	14·7	16·3	10·2	9·0	7·8	9·0	3·8	6·6	3·3	1·9	1·4	0·2	0·4	...	1·2	100·0
Junior Classes.																			
Aberdeen, . .	0·8	4·2	25·4	26·3	14·4	10·2	4·2	7·6	2·5	1·8	0·8	1·8	...	...	...	...	...	...	100·0
Edinburgh, . .	2·3	7·6	16·0	16·0	6·1	9·2	6·1	7·6	7·6	8·4	3·1	2·3	2·3	0·8	0·8	...	2·3	1·5	100·0
Glasgow, . . .	1·7	9·8	16·2	11·6	12·2	8·7	8·7	7·0	5·2	4·6	3·5	3·0	1·7	1·1	1·1	2·3	1·1	0·5	100·0
St. Andrews, . .	5·5	10·8	27·0	27·0	2·7	13·5	...	8·1	5·4	...	...	...	...	...	...	...	...	...	100·0
Total,	2·0	7·9	19·4	17·8	10·2	9·6	6·2	7·4	5·2	4·6	2·4	2·2	1·3	0·6	0·6	0·9	1·1	0·6	100·0
Total Senior & Junior,	1·1	6·0	14·9	16·3	13·2	9·9	7·5	7·6	7·0	4·2	4·4	2·7	1·5	1·0	0·5	0·7	0·6	0·9	100·0

IV. (c.)—AGES of 73 STUDENTS in the CLASSES of LOGIC and METAPHYSICS and of ENGLISH LITERATURE in the UNIVERSITY of ST. ANDREWS,—Session 1866-67,—in so far as returns have been received. Also, CENTESIMAL PROPORTIONS.

AGES, . . .	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Above 30	TOTAL
Numbers, .	5	17	8	15	6	7	5	2	1	2	4	..	1	..	..	..	..	73
Cent. Proprs.,	6·9	23·3	11·0	20·5	8·2	9·6	6·8	2·7	1·4	2·7	5·5	..	1·4	..	..	..	..	100·0

APPENDIX E.

PUBLIC SCHOOLS IN BURGHS.

Table I.—Management, Teachers, and Bursaries.

Burghs.		Schools.			Governors or Managers.			Rectors and Masters.										Bursaries tenable at					
								Residence.		Equivalent.		Neither.						School.			College.		
District.	Names.	No.	Designation.	When established.	Town-Council.	Town-Council and others.	Others.	R	M	R	M	R	M	University with degree.	University without degree.	Normal School.	Others.	Total Rector and Masters.	No.	Amount.			No.	Amount.		
																				£	s.	d.		£	s.	d.
Aberdeen,	Aberdeen,	1	New Grammar,	Prior to 1262,	...	1	...	...	...	...	...	...	...	6	2	...	1	9	28	172	13	4	4	24	0	0
	Do.,	2	Old Grammar,	.....	...	...	1	...	...	...	...	...	1	1	...	...	...	1	...	.....			...	.....		
Ayr,	Ayr,	3	Academy,	1264-1810,	...	1	...	...	...	...	...	1	3	2	...	...	2	4	34	55	0	0	...	.....		
	Campbelltown,	4	Burgh and Parochial,	1790,	...	1	...	...	1	...	...	...	...	...	1	...	...	1	...	.....			...	.....		
	Irvine,	5	Academy,	1816,	...	1	...	...	...	...	...	...	3	...	3	...	...	3	...	.....			2	40	0	0
Dumfries,	Annan,	6	Parish and Burgh,	.....	...	...	1	...	1	...	...	...	...	...	1	...	...	1	...	.....			...	.....		
	Do.,	7	Academy,	1802-1820,	1	...	...	...	...	...	...	...	2	...	1	...	1	2	...	.....			...	.....		
	Dumfries,	8	Academy,	1802,	1	...	...	...	...	...	...	1	3	1	2	...	1	4	...	.....			3	45	0	0
	Kirkcudbright,	9	Academy,	Prior to 1576,	1	...	...	...	...	...	...	1	2	1	1	...	1	3	...	.....			...	.....		
Dundee,	Dundee,	10	High,	Charter 1859,	...	1	...	...	...	...	...	...	...	3	3	...	2	8	28	119	13	0	2	40	0	0
Edinburgh,	Edinburgh,	11	High,	Prior to 1566, 1849,	1	...	...	...	...	...	...	1	10	5	3	...	3	11	4	29	1	0	1	20	0	0
	Do.,	12	Academy,	1824,	...	...	1	...	...	...	...	1	9	9	1	...	...	10	...	.....			...	.....		
Elgin,	Banff,	13	Grammar,	1544, 1838,	1	...	...	...	...	...	...	1	1	1	1	...	...	2	26	91	16	6	...	.....		
	Elgin,	14	Academy,	1585, 1800,	1	...	...	...	...	...	...	...	5	2	2	...	1	5	...	.....			1	25	0	0
	Peterhead,	15	Academy,	1838,	...	1	...	...	...	...	...	...	2	1	1	...	...	2	...	.....			...	.....		
Falkirk,	Airdrie,	16	Academy,	1850,	...	...	1	1	...	...	...	...	2	...	1	2	...	3	...	.....			...	.....		
	Falkirk,	17	Parochial or Grammar,	'Not known,'	...	...	1	...	2	...	...	...	...	...	1	...	1	2	...	.....			...	.....		
	Hamilton,	18	Academy,	1848,	...	1	...	1	...	...	...	...	4	...	...	4	1	5	...	.....			...	.....		
	Lanark,	19	Burgh,	Prior to 1660,	1	...	...	1	...	...	...	...	...	...	1	...	...	1	38	76	8	0	...	.....		
	Linlithgow,	20	Burgh Grammar,	Before Reformation,	1	...	...	...	...	...	1	...	...	1	...	...	...	1	...	.....			...	.....		
Glasgow,	Glasgow,	21	Academy,	.....	...	...	1	...	...	...	...	...	...	5	3	1	1	10	...	.....			...	.....		
Greenock,	Greenock,	22	Academy,	1851,	...	1	...	...	...	...	...	1	4	1	2	...	2	5	10	85	0	0	...	.....		
Haddington,	Dunbar,	23	Burgh,	Probably 300 years ago,	1	...	...	1	...	...	...	...	...	...	...	...	1	1	...	.....			4	54	0	0

	Haddington,	24	Burgh,	Unknown,	1	...	...	1	...	...	...	...	...	1	...	...	1	...	.....	...	.....
	North Berwick,	25	.....	.....	...	...	1	...	...	...	...	1	...	1	...	...	1	...	.....	...	.....
Inverness,	Forres,	26	Academy,	Gr. in 17th century, English 1769,	1	...	...	...	...	...	...	1	2	1	1	1	...	3	...	.....	...	.....
	Inverness,	27	Royal Academy,	1793,	...	1	...	...	...	...	...	1	7	3	3	1	1	8	10	499 0 0	...	... ..
Kilmarnock,	Dumbarton,	28	Burgh Academy,	Time immemorial,	1	...	..	...	...	...	...	...	2	...	1	...	1	2	...	.....	...	.....
	Kilmarnock,	29	Academy,	1806,	...	1	...	...	...	...	...	...	3	1	2	...	...	3	...	.....	...	.....
	Port-Glasgow,	30	Burgh,	1782,	1	...	...	...	1	...	...	...	...	...	...	1	...	1	...	.....	...	.....
	Renfrew,	31	Burgh,	1396,	1	...	...	...	1	...	...	...	...	...	1	...	...	1	...	.....	...	.....
	Do.,	32	Grammar & Blythswood Testl.,	1843,	1	...	...	1	...	...	...	...	1	...	1	1	...	2	...	.....	...	.....
Kirkcaldy,	Burntisland,	33	Burgh,	Supposed about 1560,	1	...	...	...	1	...	...	...	...	...	1	...	...	1	...	.....	...	.....
	Kirkcaldy,	34	Burgh,	Prior to 1582,	1	...	...	...	...	...	...	...	1	...	1	...	...	1	...	.....	1	10 0 0
Leith,	Leith,	35	High,	1805,	...	1	...	...	...	...	...	1	4	...	3	...	2	5	...	.....	...	.....
	Musselburgh,	36	Grammar,	Prior to 1592,	1	...	...	1	...	...	...	...	2	1	1	1	...	3	...	.....	...	.....
Montrose,	Arbroath,	37	High,	1861,	...	1	...	...	...	...	...	1	2	1	1	1	...	3	...	.....	...	.....
	Do.,	38	Parochial or Burgh,	Remote period,	1	...	...	...	...	...	1	...	...	...	1	1	...	3	...	.....	...	.....
	Brechin,	39	Burgh, Paroch., & Grammar,	1838,	...	1	...	...	...	...	1	...	2	...	2	...	1	3	...	.....	...	.....
	Forfar,	40	Burgh,	End of last Century,	1	...	...	...	...	...	...	...	1	...	1	...	...	1	...	.....	...	.....
	Montrose,	41	Academy,	More than 2 Centuries ago,	1	...	...	...	...	...	...	1	4	...	2	...	3	5	8	144 0 0	...	.....
Paisley,	Paisley,	42	Grammar and Academy,	Gr. 1576, 1788,	...	1	...	1	...	...	...	...	2	2	...	1	...	3	...	.....	...	.....
Perth,	Perth,	43	Academy,	At Reformation,	1	...	...	...	...	...	...	...	6	2	2	...	2	6	...	.....	...	.....
St. Andrews,	Cupar,	44	Madras Academy,	1831,	...	...	1	...	...	...	...	1	4	3	...	1	1	5	...	.....	...	.....
	St. Andrews,	45	Madras College,	1833,	...	...	1	...	2	...	...	...	7	5	3	...	1	9	...	.....	8	100 0 0
Stirling,	Dunfermline,	46	Burgh or Grammar,	Prior to 1610,	1	...	...	...	1	...	...	...	...	...	1	...	...	1	...	.....	...	.....
	Stirling,	47	High,	Upwards of 100 years High School 1855,	1	...	...	...	...	...	...	1	4	1	1	...	3	5	...	.....	...	.....
Wick,	Kirkwall,	48	Burgh or Grammar,	More than 300 years ago,	1	...	...	...	...	...	...	...	1	1	...	...	...	1	...	.....	...	.....
	Tain,	49	Academy,	1809,	...	1	...	...	...	...	...	1	...	...	1	...	...	1	...	.....	...	.....
Wigtown,	Stranraer,	50	Academy,	1842,	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	.....	...	.....
	Wigtown,	51	Burgh and Parochial,	200 years ago,	...	1	...	...	...	...	1	...	...	...	1	...	...	1	...	.....	...	.....
	ROYAL,																					
	Peebles,	52	Grammar and English,	1560,	1	...	...	1	...	...	...	...	1	...	1	1	...	2	...	.....	...	.....
	Rothesay,	53	Parochial,	.....	...	...	1	...	1	...	...	...	...	...	1	...	...	1	...	.....	...	.....
	Selkirk,	54	Burgh,	1791,	1	...	...	...	...	...	...	...	1	...	...	1	...	1	...	.....	...	.....
				TOTAL,	27	17	10	9	12	...	4	15	109	61	64	18	33	176	186	£1272 11 10	26	£358 0 0
Glasgow,	Glasgow,	...	High (information defective),	14th century, 1792,	1	...	...											8		.....	...	.....

REFORM CLUB
PALL MALL

PUBLIC SCHOOLS IN BURGHS.

Table II.—Number and Ages of Scholars in Attendance.

BURGHS.		SCHOOLS.		Number and Ages of Scholars in actual Attendance when Circulars were filled up.													
				Under 8 years of age.			8 and under 12.			12 and under 16.			16 and above.			Total all Ages.	
District.	Names.	No.	Designation.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Aberdeen, .	Aberdeen, .	1	New Grammar, . . .	...	...	...	32	...	32	188	...	188	40	...	40	260	...	260
	Do., . . .	2	Old Grammar, . . .	...	...	...	10	...	10	22	...	22	...	...	...	32	...	32
Ayr, . .	Ayr, . . .	3	Academy, ...	33	8	41	85	39	124	130	56	186	13	11	24	261	114	375
	Campbeltown,	4	Burgh and Parochial, .	14	5	19	21	17	38	15	12	27	...	...	...	50	34	84
	Irvine, . .	5	Academy, ...	7	5	12	35	8	43	51	16	67	6	2	8	99	31	130
Dumfries, .	Annan, . .	6	Parish and Burgh, . .	19	6	25	56	10	66	29	11	40	3	2	5	107	29	136
	Do., . . .	7	Academy, ...	5	10	15	32	20	52	40	11	51	...	...	...	77	41	118
	Dumfries, . .	8	Academy, ...	9	6	15	45	29	74	63	38	101	5	...	5	122	73	195
	Kirkcudbright,	9	Academy, ...	13	3	16	25	24	49	29	32	61	1	2	3	68	61	129
Dundee, .	Dundee, . .	10	High, ...	27	9	36	177	47	224	272	178	450	52	40	92	528	274	802
Edinburgh,	Edinburgh, .	11	High, ...	...	...	...	65	...	65	232	...	232	29	...	29	326	...	326
	Do., . . .	12	Academy, ...	...	...	...	25	...	25	138	...	138	164	...	164	327	...	327
Elgin, . .	Banff, . . .	13	Grammar, ...	18	...	18	62	...	62	48	1	49	6	1	7	134	2	136
	Elgin, . . .	14	Academy, ...	31	5	36	37	8	45	23	8	31	1	...	1	92	21	113
	Peterhead, .	15	Academy, ...	15	...	15	56	...	56	17	...	17	3	...	3	91	...	91
Falkirk, .	Airdrie, . .	16	Academy, ...	23	27	50	104	76	180	52	32	84	...	...	...	179	135	314
	Falkirk, . .	17	Parochial or Grammar,	13	9	22	81	74	155	52	31	83	...	...	...	146	114	260
	Hamilton, .	18	Academy, ...	32	29	61	56	46	102	58	45	103	3	...	3	149	120	269
	Lanark, . .	19	Burgh, ...	11	...	11	58	...	58	33	...	33	...	...	...	102	...	102
	Linlithgow, .	20	Burgh Grammar, . .	14	5	19	11	11	22	10	2	12	1	...	1	36	18	54
Glasgow, .	Glasgow, . .	21	Academy, ...	90	...	90	244	...	244	237	...	237	9	...	9	580	...	580

Greenock, .	Greenock, . .	22	Academy, ...	26	12	38	80	45	125	76	61	137	3	7	10	185	125	310
Haddington,	Dunbar, . .	23	Burgh, ...	19	13	32	28	30	58	22	12	34	...	...	...	69	55	124
	Haddington, .	24	Burgh, ...	3	5	8	2	5	7	5	4		...	...	...	10	14	24
	North Berwick,	25	. . . . .	9	3	12	15	5	20	4	1	5	...	...	...	28	9	37
Inverness, .	Forres, . .	26	Academy, ...	29	3	32	58	13	71	39	3	42	1	...	1	127	19	146
	Inverness, .	27	Royal Academy, . . .	4	7	11	38	34	72	48	37	85	8	21	29	98	99	197
Kilmarnock,	Dumbarton, .	28	Burgh Academy, . . .	14	2	16	62	27	89	31	17	48	1	...	1	108	46	154
	Kilmarnock, .	29	Academy, ...	14	1	15	88	20	108	73	22	95	4	5	9	179	48	227
	Port-Glasgow,	30	Burgh, ...	4	5	9	9	7	16	4	8	12	2	2	4	19	22	41
	Renfrew, . .	31	Burgh, ...	39	20	59	49	32	81	7	5	12	...	...	...	95	57	152
	Do., . . .	32	Grammar and Blytheswood, .	37	25	62	45	35	80	19	15	34	3	2	5	104	77	181
Kirkcaldy, .	Burntisland, .	33	Burgh, ...	24	12	36	50	24	74	17	10	27	3	1	4	94	47	141
	Kirkcaldy, .	34	Burgh, ...	17	10	27	105	37	142	42	24	66	...	...	...	164	71	235
Leith, . .	Leith, . . .	35	High, ...	16	14	30	56	26	82	27	25	52	...	3	3	99	68	167
	Musselburgh,	36	Grammar, ...	13	...	13	27	...	27	22	...	22	2	...	2	64	...	64
Montrose, .	Arbroath, . .	37	High, ...	39	23	62	75	44	119	63	47	110	4	6	10	181	120	301
	Do., . . .	38	Parochial or Burgh, . .	37	50	87	112	62	174	27	34	61	...	...	...	176	146	322
	Brechin, . .	39	Burgh, Paroch., and Grammar,	47	14	61	76	5	81	68	7	75	...	...	...	191	26	217
	Forfar, . . .	40	Burgh, ...	22	17	39	48	43	91	24	15	39	...	...	...	94	75	169
	Montrose, . .	41	Academy, ...	40	17	57	58	34	92	51	45	96	9	1	10	158	97	255
Paisley, .	Paisley, . .	42	Grammar and Academy, .	42	16	58	45	39	84	59	37	96	3	7	10	149	99	248
Perth, . .	Perth, . . .	43	Academy, ...	4	3	7	66	35	101	99	81	180	21	19	40	190	138	328
St. Andrews,	Cupar, . . .	44	Madras Academy, . . .	67	36	103	157	60	217	78	35	113	...	1	1	302	132	434
	St. Andrews,	45	Madras College, . . .	66	57	123	153	120	273	194	100	294	62	28	90	475	305	780
Stirling, .	Dunfermline, .	46	Burgh and Grammar, . .	4	1	5	25	11	36	20	5	25	...	...	...	49	17	66
	Stirling, . .	47	High, ...	38	5	43	83	44	127	79	42	121	2	5	7	202	96	298
Wick, . .	Kirkwall, . .	48	Burgh or Grammar, . .	6	3	9	38	12	50	21	6	27	3	...	3	68	21	89
	Tain, . . .	49	Academy, ...	2	1	3	22	9	31	28	13	41	15	2	17	67	25	92
Wigtown, .	Stranraer, .	50	Academy, ...	23	7	30	29	17	46	23	13	36	6	7	13	81	44	125
	Wigtown, . .	51	Burgh and Parochial, . .	20	12	32	25	30	55	25	8	33	2	...	2	72	50	122
	Peebles, . .	52	Grammar and English, . .	39	22	61	45	19	64	19	7	26	...	...	...	103	48	151
	Rothesay, .	53	Parochial, ...	23	19	42	111	59	170	37	17	54	...	...	...	171	95	266
	Selkirk, . .	54	Burgh, ...	39	23	62	63	39	102	23	12	35	...	...	...	125	74	199
			TOTAL,	1200	585	1785	3260	1431	4691	3113	1241	4354	490	175	665	8063	3432	11,495
Glasgow, .	Glasgow, . .	...	High, ...													650	...	650

PUBLIC SCHOOLS IN BURGHS.

TABLE III.—NUMBER OF SCHOLARS, PERCENTAGE IN ATTENDANCE, AND ACCOMMODATION.

BURGHS.		SCHOOLS.		NUMBER OF SCHOLARS.							CLASS-ROOM ACCOMMODATION.		
				ON ROLL.			IN ATTENDANCE.			PERCENTAGE IN ATTENDANCE OF THOSE ON ROLL.	No. of Scholars at 8 sq. feet each.	Actual Sup. Area for each Scholar.	
DISTRICT.	NAMES.	No.	DESIGNATION.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			On Roll.	In Attendance.
Aberdeen,	Aberdeen,	1	New Grammar,	272	...	272	260	...	260	95·6	1,215	35·7	37·4
	Do.,	2	Old Grammar,	47	...	47	32	...	32	68·0	91	15·5	22·8
Ayr,	Ayr,	3	Academy,	280	125	405	261	114	375	92·6	853	16·8	18·2
	Campbeltown,	4	Burgh and Parochial,	52	34	86	50	34	84	97·6	120	11·2	11·4
	Irvine,	5	Academy,	127	33	160	99	31	130	81·2	514	25·7	31·6
Dumfries,	Annan,	6	Parish and Burgh,	131	34	165	107	29	136	81·8	176	8·5	10·4
	Do.,	7	Academy,	88	47	135	77	41	118	87·4	281	16·7	19·0
	Dumfries,	8	Academy,	139	91	230	122	73	195	84·8	555	19·3	22·8
	Kirkcudbright,	9	Academy,	72	65	137	68	61	129	94·1	314	18·3	19·5
Dundee,	Dundee,	10	High,	528	274	802	528	274	802	100·0	1,874	18·5	18·5
Edinburgh,	Edinburgh,	11	High,	376	...	376	326	...	326	86·7	1,575	33·5	38·6
	Do.,	12	Academy,	377	...	377	327	...	327	86·7	1,727	36·6	42·3
Elgin,	Banff,	13	Grammar,	134	2	136	134	2	136	100·0	690	40·6	40·6
	Elgin,	14	Academy,	116	21	137	92	21	113	82·5	330	19·3	23·4
	Peterhead,	15	Academy,	125	1	126	91	...	91	72·2	288	18·3	25·3
Falkirk,	Airdrie,	16	Academy,	197	145	342	179	135	314	91·8	297	6·9	7·6
	Falkirk,	17	Parochial or Grammar,	158	122	280	146	114	260	92·8	263	7·5	8·1
	Hamilton,	18	Academy,	154	132	286	149	120	269	94·1	301	8·4	8·9
	Lanark,	19	Burgh,	116	...	116	102	...	102	88·0	133	9·2	10·4
	Linlithgow,	20	Burgh Grammar,	45	25	70	36	18	54	77·1	130	14·9	19·3
Glasgow,	Glasgow,	21	Academy,	710	...	710	580	...	580	81·7	1,136	12·8	15·7

Greenock, .	Greenock, .	22	Academy, ...	204	130	334	185	125	310	92·8	1,086	26·0	28·0
Haddington,	Dunbar, . .	23	Burgh, ...	77	65	142	69	55	124	87·3	192	10·8	12·4
	Haddington, .	24	Burgh, ...	10	14	24	10	14	24	100·0	224	74·7	74·7
	North Berwick,	25		35	10	45	28	9	37	82·2	80	14·2	17·3
Inverness, .	Forres, . .	26	Academy, ...	137	21	158	127	19	146	92·4	262	13·3	14·4
	Inverness, .	27	Royal Academy, . . .	113	102	215	98	99	197	91·6	782	29·1	31·8
Kilmarnock,	Dumbarton, .	28	Burgh Academy, . . .	114	57	171	108	46	154	88·9	446	20·9	23·2
	Kilmarnock, .	29	Academy, ...	190	50	240	179	48	227	94·5	449	14·9	15·8
	Port-Glasgow,	30	Burgh, ...	24	25	49	19	22	41	87·7	150	24·5	29·3
	Renfrew, . .	31	Burgh, ...	137	69	206	95	57	152	73·7	199	7·7	10·5
	Do., . . .	32	Grammar and Blytheswood, .	108	82	190	104	77	181	95·2	309	13·0	13·7
Kirkcaldy, .	Burntisland, .	33	Burgh, ...	112	61	173	94	47	141	81·5	157	7·3	8·9
	Kirkcaldy, .	34	Burgh, ...	173	78	251	164	71	235	93·6	422	13·5	14·4
Leith, . .	Leith, . . .	35	High, ...	117	81	198	99	68	167	84·3	557	22·5	26·7
	Musselburgh,	36	Grammar, ...	65	...	65	64	...	64	98·5	192	23·6	24·0
Montrose, .	Arbroath, . .	37	High, ...	196	131	327	181	120	301	92·0	609	14·9	16·2
	Do., . . .	38	Parochial or Burgh, . .	188	161	349	176	146	322	92·2	289	6·6	7·2
	Brechin, . .	39	Burgh, Parochial, or Grammar,	207	30	237	191	26	217	91·5	256	8·6	9·4
	Forfar, . .	40	Burgh, ...	107	84	191	94	75	169	88·5	300	12·5	14·2
	Montrose, . .	41	Academy, ...	160	110	270	158	97	255	94·5	729	21·6	22·9
Paisley, .	Paisley, . .	42	Grammar and Academy, .	159	112	271	149	99	248	91·5	580	17·1	18·7
Perth, . .	Perth, . .	43	Academy, ...	200	155	355	190	138	328	92·4	1,049	23·6	25·6
St. Andrews,	Cupar, . .	44	Madras Academy, . .	362	159	521	302	132	434	83·3	852	13·1	15·7
	St. Andrews, .	45	Madras College, . . .	517	346	863	475	305	780	90·4	1,540	14·3	15·8
Stirling, .	Dumfermline, .	46	Burgh and Grammar, . .	54	20	74	49	17	66	89·2	180	19·5	21·8
	Stirling, . .	47	High, ...	212	116	328	202	96	298	90·9	800	19·5	21·5
Wick, . .	Kirkwall, . .	48	Burgh or Grammar, . .	72	21	93	68	21	89	95·7	171	14·7	15·4
	Tain, . . .	49	Academy, ...	75	27	102	67	25	92	90·2	240	18·8	20·9
Wigtown, .	Stranraer, .	50	Academy, ...	90	51	141	81	44	125	88·7	321	18·2	20·5
	Wigtown, .	51	Burgh and Parochial, . .	78	58	136	72	50	122	89·7	162	9·5	10·6
	Peebles, . .	52	Grammar and English, .	120	57	177	103	48	151	85·3	212	9·6	11·2
	Rothesay, . .	53	Parochial, ...	191	105	296	171	95	266	89·8	220	6·0	6·6
	Selkirk, . .	54	Burgh, ...	174	101	275	125	74	199	72·4	173	5·0	7·0
			TOTAL,	9022	3840	12,862	8063	3432	11,495	89·5	27,053	16·8	18·8
Glasgow, .	Glasgow, . .		High, ...	800	...	800	650	...	650	81·2	1,046	10·5	12·9

PUBLIC SCHOOLS IN BURGHS.

Table IV.—Number of Scholars in each Subject.

Burghs.		Schools.		Total Scholars on Roll.	Scholars on Roll Learning.																	
District.	Names.	No.	Designation.		Greek.	Latin.	French.	German.	Italian.	Hindustani.	Arithmetic.	Book-keeping.	Mathematics.	Physics.	Natural History.	Chemistry.	English.	Writing.	Drawing.	Music.	Mensuration.	Other Subjects.
Aberdeen,	Aberdeen,	1	New Grammar,	272	87	247	11	...	...	...	149	...	104	...	...	...	203	75	10	...	...	...
	Do.,	2	Old Grammar,	47	15	25	...	...	...	...	35	...	15	...	...	...	35	20	...	...	...	...
Ayr,	Ayr,	3	Academy,	405	12	137	71	8	...	...	262	40	54	...	...	...	362	351	138	...	...	...
	Campbeltown,	4	Burgh and Parochial,	86	...	11	6	...	...	...	73	...	...	...	...	...	86	55	...	...	...	...
	Irvine,	5	Academy,	160	6	33	22	3	...	...	113	18	29	...	...	...	144	97	10	...	...	...
Dumfries,	Annan,	6	Parish and Burgh,	165	...	9	...	...	...	...	114	6	8	...	...	...	164	129	37	...	...	...
	Do.,	7	Academy,	135	1	46	26	...	...	...	106	7	6	...	...	...	135	125	...	...	...	...
	Dumfries,	8	Academy,	230	13	71	43	4	...	...	170	...	35	...	...	...	194	170	35	...	...	...
	Kirkcudbright,	9	Academy,	137	9	42	26	12	...	...	118	11	10	...	...	...	114	118	13	...	...	...
Dundee,	Dundee,	10	High,	802	17	127	132	38	...	...	597	119	164	80	...	80	549	533	181	...	...	...
Edinburgh,	Edinburgh,	11	High,	376	79	376	212	46	...	1	312	56	74	106	100	...	373	231	41	...	...	...
	Do.,	12	Academy,	377	190	377	377	105	...	...	368	91	152	...	...	...	377	331	13	...	...	...
Elgin,	Banff,	13	Grammar,	136	12	38	...	...	...	...	120	...	11	...	...	...	120	119	5	...	...	...
	Elgin,	14	Academy,	137	3	40	16	2	...	...	84	6	11	65	...	...	121	74	2	20	...	...
	Peterhead,	15	Academy,	126	3	26	...	2	...	...	115	...	18	...	...	...	120	110	...	...	...	...
Falkirk,	Airdrie,	16	Academy,	342	3	33	15	...	...	...	...	11	12	...	...	...	342	342	17	...	...	...
	Falkirk,	17	Parochial or Grammar,	280	8	39	30	2	...	...	257	75	6	...	...	...	280	257	217	217	...	...
	Hamilton,	18	Academy,	286	4	26	37	...	...	...	177	...	24	...	...	...	285	203	45	...	...	...
	Lanark,	19	Burgh,	116	2	22	7	...	...	...	103	10	5	...	...	...	116	103	10	...	...	...
	Linlithgow,	20	Burgh Grammar,	70	...	7	1	...	...	...	37	2	10	...	...	...	65	48	...	...	...	...
Glasgow,	Glasgow,	21	Academy,	710	62	336	207	62	...	...	438	26	137	145	...	...	710	600	...	503	...	...
Greenock,	Greenock,	22	Academy,	334	20	85	101	25	...	...	241	20	45	...	...	...	322	285	130	...	...	...
Haddington,	Dunbar,	23	Burgh,	142	2	16	27	...	...	...	129	...	4	...	...	...	142	126	...	...	...	...

	Haddington,	24	Burgh,	24	...	10	...	..	...	...	13	..	...	...	...	...	24	17	...	...	...	...
	North Berwick,	25	.....	45	...	9	9	...	...	...	35	...	...	...	...	...	45	33	...	...	...	...
Inverness,	Forres,	26	Academy,	158	3	34	11	...	...	...	123	13	6	...	...	...	156	108	12	88	...	...
	Inverness,	27	Royal Academy,	215	23	70	106	9	...	...	182	10	37	...	...	...	192	176	103	92	...	...
Kilmarnock,	Dumbarton,	28	Burgh Academy,	171	1	14	7	...	...	...	117	2	2	...	...	...	165	136	...	...	...	...
	Kilmarnock,	29	Academy,	240	4	42	21	3	...	...	156	27	17	...	...	...	172	136	...	...	...	a49
	Port-Glasgow,	30	Burgh,	49	...	4	6	...	...	...	36	...	...	...	...	...	49	39	36	...	...	...
	Renfrew,	31	Burgh,	206	5	5	5	...	...	...	206	5	...	...	...	...	206	206	...	...	...	...
	Do.,	32	Grammar and Blytheswood,	190	...	13	12	...	...	...	107	11	7	...	...	...	187	115	...	...	...	...
Kirkcaldy,	Burntisland,	33	Burgh,	173	...	3	4	...	...	...	171	3	3	...	...	...	171	171	...	...	...	b1
	Kirkcaldy,	34	Burgh,	251	3	31	20	...	...	..	202	3	5	...	...	...	243	215	...	...	...	...
Leith,	Leith,	35	High,	198	...	14	25	4	...	...	146	...	...	...	...	...	179	148	25	22	...	...
	Musselburgh,	36	Grammar,	65	3	33	13	3	...	...	52	...	8	...	...	...	63	56	11	...	...	...
Montrose,	Arbroath,	37	High,	327	6	56	77	19	...	...	215	11	8	...	...	...	301	223	11	...	15	c1
	Do.,	38	Parochial or Burgh,	349	4	20	4	...	...	...	221	...	1	..	...	...	349	250	...	...	4	...
	Brechin,	39	Burgh, Par., and Grammar,	237	2	38	15	...	...	...	125	...	2	...	...	...	190	144	...	...	...	...
	Forfar,	40	Burgh,	191	...	46	35	6	...	...	113	...	11	...	...	...	191	159	...	...	...	...
	Montrose,	41	Academy,	270	5	63	55	15	...	...	174	...	18	...	...	...	260	216	37	...	...	...
Paisley,	Paisley,	42	Grammar and Academy,	271	5	59	30	...	...	...	162	11	9	...	...	...	231	194	...	...	...	...
Perth,	Perth,	43	Academy,	355	13	64	86	11	...	...	223	71	58	10	24	7	229	210	74	...	58	...
St. Andrews,	Cupar,	44	Madras Academy,	521	2	35	22	7	...	...	292	1	10	...	...	...	486	324	30	...	...	...
	St. Andrews,	45	Madras College,	863	17	145	211	40	...	...	532	59	140	...	...	...	785	470	160	...	...	...
Stirling,	Dunfermline,	46	Burgh or Grammar,	74	...	22	1	...	...	...	59	...	7	...	...	...	72	62	12	...	...	...
	Stirling,	47	High,	328	12	74	39	1	...	...	247	12	27	...	...	...	275	245	56	...	...	...
Wick,	Kirkwall,	48	Burgh or Grammar,	93	4	29	10	...	...	...	79	...	12	...	...	...	34	93	15	...	...	...
	Tain,	49	Academy,	102	5	34	29	1	1	...	88	15	22	...	...	...	91	74	2	...	...	...
Wigtown,	Stranraer,	50	Academy,	141	2	35	53	12	...	...	126	...	21	...	...	...	193	124	7	11	...	...
	Wigtown,	51	Burgh and Parochial,	136	4	28	21	...	...	...	221	...	12	13	...	...	461	121	...	121	12	...
	Peebles,	52	Grammar and English,	177	...	10	4	...	...	...	173	6	5	...	...	...	173	173	10	...	...	...
	Rothesay,	53	Parochial,	296	...	20	6	...	...	...	197	...	3	...	...	...	296	242	...	...	...	...
	Selkirk,	54	Burgh,	275	...	10	6	...	...	...	151	...	10	...	...	...	275	180	...	...	...	...
			TOTAL,	12,862	680	3239	2310	440	1	1	9299	758	1395	419	124	87	11,788	9561	1505	1074	89	51
Glasgow,	Glasgow,	...	High,	800			152				338		190				478	460	90			

a Geography and Astronomy. b Navigation. c Mechanics.

PUBLIC SCHOOLS IN BURGHS.

TABLE V.—FINANCE.

The undernoted does not include Value of Premises, Repairs, Insurance, or Feu-Duties.

BURGHS.		SCHOOLS.		INCOME OF SCHOOL FOR THE LAST FINANCIAL YEAR UNDER THE HEADS—									
					SALARIES PAID BY TOWN-COUNCIL.								
DISTRICT.	NAMES.	No.	DESIGNATION.	Salaries paid by Heritors.	To Rector or Head Master.	To other Masters.	To Assistant Masters.	Endowments.	Parliamentary Grants.	Grants from Trustees of any Bequests.	School Fees.	Voluntary Subscriptions and other Sources.	Total Income of Schools.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen,	Aberdeen, .	1	New Grammar, .	.....	82 0 0	138 0 0	.....	164 0 0	.....	.....	1,139 3 3	.....	1,523 3 3
	Do., . .	2	Old Grammar, .	.....	.....	.....	.....	.....	.....	.....	60 0 0	.....	60 0 0
Ayr, . .	Ayr, . . .	3	Academy, . .	.....	100 0 0	.....	.....	139 10 0	.....	.....	1,476 0 0	.....	1,715 10 0
	Campbeltown,	4	Burgh and Parochial,	20 0 0	20 0 0	.....	.....	.....	.....	.....	60 0 0	.....	100 0 0
	Irvine, . .	5	Academy, . .	.....	30 0 0	15 0 0	.....	.....	.....	.....	460 0 0	.....	505 0 0
Dumfries,	Annan, . .	6	Parish and Burgh, .	50 0 0	.....	.....	.....	.....	.....	.....	60 0 0	.....	110 0 0
	Do., . .	7	Academy, . .	.....	.....	88 0 0	.....	.....	.....	.....	132 0 0	.....	220 0 0
	Dumfries, .	8	Academy, . .	.....	37 11 10	54 1 0	.....	52 7 2	.....	120 0 0	650 0 0	.....	914 0 0
	Kirkcudbright	9	Academy, . .	.....	75 0 0	120 0 0	.....	.....	.....	.....	212 5 0	.....	407 5 0
Dundee, .	Dundee, . .	10	High, . . .	.....	.....	.....	.....	.....	.....	350 0 0	2,305 3 9	.....	2,655 3 9
Edinburgh,	Edinburgh, .	11	High, . . .	.....	200 0 0	219 18 3	.....	513 17 0	.....	.....	3,817 8 0	.....	4,751 3 3
	Do., . .	12	Academy, . .	.....	.....	.....	.....	.....	.....	.....	4,661 12 6	.....	4,661 12 6
Elgin, . .	Banff, . .	13	Grammar, . .	.....	81 0 0	39 0 0	.....	.....	25 0 0	.....	134 0 0	.....	279 0 0
	Elgin, . .	14	Academy, . .	.....	.....	135 0 0	.....	.....	.....	.....	232 6 6	.....	367 6 6
	Peterhead, .	15	Academy, . .	.....	.....	.....	.....	50 0 0	.....	.....	126 16 0	.....	176 16 0
Falkirk, .	Airdrie, . .	16	Academy, . .	.....	.....	.....	.....	.....	96 10 0	.....	354 12 6	.....	451 2 6
	Falkirk, . .	17	Paroch. or Grammar,	80 0 0	.....	.....	.....	.....	112 0 0	.....	270 0 0	.....	462 0 0
	Hamilton, .	18	Academy, . .	70 0 0	11 2 4	.....	.....	.....	.....	.....	360 0 0	.....	441 2 4
	Lanark, . .	19	Burgh, . . .	.....	40 0 0	.....	.....	.....	18 0 0	.....	90 0 4	.....	148 0 4
	Linlithgow, .	20	Burgh Grammar, .	.....	40 0 0	.....	.....	.....	.....	.....	109 0 0	.....	149 0 0
Glasgow, .	Glasgow, .	21	Academy, . .	.....	.....	.....	.....	.....	.....	.....	*6,170 16 0	.. ...	6,170 16 0

Greenock,	Greenock, .	22	Academy, . .	.....	30 0 0	30 0 0	.....	.....	.....	.....	22,66 2 0	.....	2,326 2 0
Haddington	Dunbar, . .	23	Burgh, . . .	.....	50 0 0	.....	.....	.....	50 16 8	.....	118 14 0	.....	219 10 8
	Haddington,	24	Burgh, . . .	.....	25 0 0	.....	20 0 0	.....	.....	.....	32 0 0	.....	77 0 0
	North Berwick	25	. . . .	.....	.....	.....	.....	.....	.....	.....	60 0 0	.....	60 0 0
Inverness,	Forres, . .	26	Academy, . .	.....	95 0 0	.....	.....	.....	.....	.....	125 0 0	.....	220 0 0
	Inverness, .	27	Royal Academy, .	.....	.....	81 4 0	.....	151 2 5	.....	.....	1,250 0 0	.....	1,482 6 5
Kilmarnock	Dumbarton,	28	Burgh Academy, .	.....	.....	60 0 0	30 0 0	.....	.....	.....	200 0 0	.....	290 0 0
	Kilmarnock,	29	Academy, . .	60 0 0	.....	.....	.....	.....	.....	.....	430 0 0	.....	490 0 0
	Port-Glasgow,	30	Burgh, . . .	.....	35 0 0	.....	.....	.....	.....	.....	124 13 4	.....	159 13 4
	Renfrew, . .	31	Burgh, . . .	.....	50 0 0	.....	.. ...	.....	48 16 8	.....	90 0 0	.....	188 16 8
	Do., . .	32	Grammar, etc., .	.....	50 0 0	70 0 0	.....	1 13 4	.....	.....	80 0 0	... ..	201 13 4
Kirkcaldy,	Burntisland,	33	Burgh, . . .	.....	30 0 0	.....	.....	10 0 0	77 10 0	.....	65 10 8	.....	183 0 8
	Kirkcaldy, .	34	Burgh, . . .	.....	50 0 0	.....	50 0 0	.....	.....	.....	250 0 0	.....	350 0 0
Leith, . .	Leith, . .	35	High, . . .	.....	.....	.....	.. ...	.....	.....	.....	*350 0 0	.....	850 0 0
	Musselburgh,	36	Grammar, . .	.....	20 0 0	.....	.....	.....	.....	.....	152 0 0	.....	172 0 0
Montrose,	Arbroath, .	37	High, . . .	.....	40 0 0	50 0 0	.....	.....	.....	.....	734 9 8	45 0 0	*d*869 9 8
	Do., . .	38	Paroch. or Burgh, .	.....	60 0 0	.....	.....	20 0 0	90 0 0	.....	220 0 0	.....	390 0 0
	Brechin, . .	39	Burgh, Par., & Gram.,	90 0 0	50 0 0	30 0 0	.....	.....	.....	.....	203 0 0	.....	373 0 0
	Forfar, . .	40	Burgh, . . .	.....	90 0 0	.....	.....	.....	.....	.....	220 0 0	.....	310 0 0
	Montrose, .	41	Academy, . .	.....	100 0 0	20 0 0	20 0 0	50 0 0	.....	.....	930 0 0	.....	1,120 0 0
Paisley, .	Paisley, . .	42	Gram. and Academy,	.....	16 18 4	8 6 8	.....	.....	.....	.....	620 18 6	8 6 8	654 10 2
Perth, . .	Perth, . .	43	Academy, . .	.....	100 0 0	100 0 0	25 0 0	.....	.....	.....	1,550 0 0	.....	1,775 0 0
St. Andrews	Cupar, . .	44	Madras Academy,	.....	.....	.....	.....	.....	62 0 0	*e*555 10 6	*f*424 13 3	.....	1,042 3 9
	St. Andrews,	45	Madras College, .	.....	... ..	75 0 0	.....	.....	18 0 0	330 0 0	2,307 7 9	.....	2,730 7 9
Stirling, .	Dunfermline,	46	Burgh or Gram., .	.....	.....	.....	.....	8 6 8	.....	.....	154 2 6	.....	162 9 2
	Stirling, . .	47	High, . . .	.....	47 15 6	95 6 8	44 4 10	162 13 0	.....	.....	638 0 0	.....	988 0 0
Wick, .	Kirkwall, .	48	Burgh or Gram., .	.....	.....	.....	.....	54 3 2	36 15 0	10 0 0	60 0 0	4 5 0	165 3 2
	Tain, . . .	49	Academy, . .	.....	25 0 0	.....	.....	135 0 0	.....	.....	220 0 0	.....	380 0 0
Wigtown,	Stranraer, .	50	Academy, . .	.....	.....	.....	.....	105 0 0	.....	.....	160 0 0	.....	265 0 0
	Wigtown, .	51	Burgh and Paroch.,	*g*28 6 8	*g*56 13 4	.....	.....	.....	.....	.....	65 0 0	.....	150 0 0
	Peebles, . .	52	Gram. and English,	.....	25 0 0	38 0 0	.....	.....	75 3 4	.....	145 0 0	.....	283 3 4
	Rothesay, .	53	Parochial, . .	70 0 0	.....	.....	.....	.....	.....	.....	165 0 0	.....	235 0 0
	Selkirk, . .	54	Burgh, . . .	.....	25 0 0	.....	.....	.....	41 10 0	.....	85 0 0	.....	151 10 0
			TOTAL,	468 6 8	1788 1 4	1466 16 7	189 4 10	1617 12 9	752 1 8	1365 10 6	37,877 15 6	57 11 8	45,583 1 6
	Glasgow, .	...	High, . . .	.....	.....	187 10 0	.....	.....	.....	.....	*4,474 2 0	.....	4,661 12 0

a Draws £90 as fees for proclamations. * Estimated. *d* £20 to rector, £25 to assistant. *e* Teachers' salaries. *f* Exclusive of drawing. *g* Includes £15 for a dwelling-house.

PUBLIC SCHOOLS NOT IN BURGHS.

Table I.—Management, Teachers, and Bursaries.

Designation.	When established.	Governors or Managers.			Rectors and Masters.											Bursaries tenable at			
					Residence.		Equivalent.		Neither.		University with Degree.	University without Degree.	Normal School.	Others.	Total Rectors and Masters.	School.		College.	
		Town-Council.	Town-Council and others.	Others.	R.	M.	R.	M.	R.	M.						No.	Amount.	No.	Amount.
Dollar Institution,	1818	...	...	1	1	7	...	1	...	7	6	4	1	5	16	...	.....	...	.....
Milne's Institution,	1846	...	...	1	1	...	...	...	...	3	2	1	1	...	4	...	.....	...	.....
Ewart Institute,	1864	...	...	1	1	...	...	...	...	2	...	1	1	1	3	...	.....	...	.....
Trinity College, Glenalmond,	1847	...	...	1	1	8	...	...	...	...	7	1	0	1	9	6	£240 0 0	...	.....
		...	...	4	4	15	...	1	...	12	15	7	3	7	32	6	£240 0 0	...	.....

Table II.—Number and Ages of Scholars in Attendance.

Designation.	Number and Ages of Scholars in actual Attendance when Circulars were filled up.														
	Under 8 years of age.			8 and under 12.			12 and under 16.			16 and above.			Total all ages.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Dollar Institution,	72	49	121	145	91	236	138	83	221	26	18	44	381	241	622
Milne's Institution,	41	46	87	57	61	118	34	21	55	4	...	4	136	128	264
Ewart Institute,	4	6	10	10	17	27	36	34	70	12	6	18	62	63	125
Trinity College, Glenalmond,	...	...	...	16	...	16	59	...	59	20	...	20	95	...	95
	117	101	218	228	169	397	267	138	405	62	24	86	674	432	1106

TABLE III.—NUMBER OF SCHOLARS, PERCENTAGE IN ATTENDANCE, AND ACCOMMODATION.

SCHOOLS.	NUMBER OF SCHOLARS.							CLASS-ROOM ACCOMMODATION.		
	On Roll.			In Attendance.			Percentage in Attendance.	No. of Scholars at 8 sq. ft. each.	Actual Sup. Area for each Scholar	
Designation.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			On Roll.	In Attendance.
Dollar Institution,	410	264	674	381	241	622	92·3	1496	17·8	19·2
Milne's Institution,	158	149	307	136	128	264	86·0	433	11·3	13·1
Ewart Institute,	71	70	141	62	63	125	88·7	310	17·6	19·8
Trinity College, Glenalmond,	95	...	95	95	...	95	100·0	525	44·2	44·2
	734	483	1217	674	432	1106	90·9	2764	18·2	20·0

TABLE IV.—NUMBER OF SCHOLARS IN EACH SUBJECT.

SCHOOLS.	Total Scholars on Roll.	SCHOLARS ON ROLL LEARNING															
Designation.		Greek.	Latin.	French.	German.	Other Languages.	Arithmetic.	Book-keeping.	Mathematics.	Physics.	Natural History.	Chemistry.	English.	Writing.	Drawing.	Music.	Mensuration.
Dollar Institution,	674	12	119	169	40	6	558	24	73	51	...	59	648	558	176	...	...
Milne's Institution,	307	16	40	16	5	...	287	4	15	...	...	...	304	275	30	...	2
Ewart Institute,	141	18	36	92	22	...	128	20	58	17	...	...	141	141	21	141	...
Trinity College,	95	75	95	95	47	...	95	...	68	...	...	...	95	...	16	12	...
	1217	121	290	372	114	6	1068	48	214	68	...	59	1188	974	243	153	2

PUBLIC SCHOOLS NOT IN BURGHS.

TABLE V.—FINANCE.

The undernoted does not include Value of Premises, Repairs, Insurance, or Feu-Duty.

NAMES.	INCOME OF SCHOOL FOR THE LAST FINANCIAL YEAR UNDER THE HEADS—									
	SALARIES PAID BY TRUSTEES.			Amount after paying Teachers.	Parliamentary Grants.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other Sources.	Total Income of School.
	To Rector or Head Master.	To other Masters and Mistresses.	To Assistants.						
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dollar Institution, . .	300 0 0	2000 0 0	34 5 0	...	...	...	...	...	2334 5 0
Milne's Institution, . .	150 0 0	274 8 3	...	201 16 11	62 0 0	...	47 1 6	...	735 6 8
Ewart Institute, . . .	130 0 0	110 0 0	...	...	...	...	260 0 0	...	500 0 0
Trinity College, . . .	...	...	...	...	...	...	...	...	...
TOTAL,	580 0 0	2384 8 3	34 5 0	201 16 11	62 0 0	...	307 1 6	...	3569 11 8

PRIVATE SCHOOLS.

Table I.—Teachers, Scholars, and Accommodation.

No.	SCHOOLS.	Masters.					Scholars—(Boys only).							Class-Room Accommodation.		
		University with Degree.	University without Degree.	Normal School.	Others.	Total.	Total. On Roll.	Total. In Attendance.	Percentage in Attendance.	Ages. Under 8.	Ages. 8 and under 12.	Ages. 12 and under 16.	Ages. 16 and above.	Number of Scholars at 8 square feet each.	Actual Superficial Area for each Scholar. On Roll.	Actual Superficial Area for each Scholar. In Attendance.
I.	Edinburgh Institution,	4	3	3	2	12	298	273	91·6	...	20	216	37	949	25·5	27·7
II.	Aberdeen Gymnasium,	7	5	...	3	15	124	121	97·6	...	20	78	23	462	29·8	30·5
III.	Fordyce Academy, .	1	...	...	1	2	30	30	100·0	...	19	11	...	40	10·6	10·6
IV.	.....	3	5	...	...	8	44	40	90·9	...	3	29	8	193	35·1	38·6
V.	.....	4	7	...	...	11	99	96	97·0	...	13	58	25	389	31·4	32·4
VI.	.....	2	...	2	1	5	85	71	83·5	9	35	23	4	270	25·0	31·0
VII.	.....	1	4	...	2	7	50	49	98·0	...	10	36	3	448	71·7	73·1
VIII.	.....	2	...	...	1	3	48	45	93·7	3	20	21	1	422	70·3	75·0
IX.	.....	...	1	2	...	3	40	39	97·5	3	13	23	...	97	19·4	19·9
X.	.....	3	...	...	...	3	70	65	92·9	10	33	21	1	129	14·7	15·9
XI.	.....	1	5	...	3	9	179	155	86·6	14	130	11	...	449	20·1	23·1
	Total,	28	30	7	13	78	1067	984	92·2	39	316	527	102	3848	28·9	31·3

Table II.

No.	SCHOOLS.	Number on Roll.	Scholars (Boys only) on Roll Learning. Greek.	Latin.	French.	German.	Arithmetic.	Bookkeeping.	Mathematics.	Physics.	Natural History.	Chemistry.	English.	Writing.	Drawing.
I.	Edinburgh Institution,	298	21	187	209	39	290	89	93	40	...	14	286	280	52
II.	Aberdeen Gymnasium,	124	57	106	76	22	120	1	81	8	...	10	120	49	75
III.	Fordyce Academy, .	30	6	23	11	2	30	...	8	...	...	...	30	30	...
I.	.....	44	34	44	40	25	44	26	36	...	...	...	44	18	40
V.	.....	99	21	78	77	36	82	18	61	...	19	14	97	55	36
VI.	.....	85	4	42	22	2	65	8	10	10	22	...	83	68	17
VII.	.....	50	21	50	36	3	48	6	48	...	...	...	50	50	50
VIII.	.....	48	4	38	7	...	48	15	10	...	...	...	48	44	8
IX.	.....	40	...	14	16	5	40	...	15	...	...	...	40	40	23
X.	.....	70	...	29	7	...	58	5	4	...	...	...	70	64	10
XI.	.....	179	...	29	...	...	131	...	...	...	...	...	179	100	4
	Total,	1067	168	640	501	134	956	168	366	58	41	38	1047	798	315

GENERAL ABSTRACT.

Table I.—Management, Teachers, and Bursaries.

SCHOOLS.		Governors or Managers.			Rectors and Masters.											Bursaries tenable at			
					Residence.		Equivalent.		Neither.							School.		College.	
	No.	Town-Council.	Town-Council and others.	Others.	R.	M.	R.	M.	R.	M.	University with Degree.	University without Degree.	Normal School.	Others.	Total Rector and Masters.	No.	Amount.	No.	Amount.
Public, in Burghs,	54	27	17	10	9	12	...	4	15	109	61	64	18	33	176	186	£1272 11 10	26	£358 0 0
Public, not in Burghs,	4	...	...	4	4	15	...	1	...	12	15	7	3	7	32	6	240 0 0	...	.....
Private,	11	...	...	11	...	...	...	...	...	...	28	30	7	13	78	...	.....	...	.....
Total,	69	27	17	25	13	27	...	5	15	121	104	101	28	53	286	192	£1512 11 10	26	£358 0 0

Table II.—Number and Ages of Scholars in Attendance.

SCHOOLS.		Number and Ages of Scholars in actual Attendance when Circulars were filled up.													
		Under 8 years of age.			8 and under 12.			12 and under 16.			16 and above.			Total all Ages.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Public, in Burghs,	54	1200	585	1785	3260	1431	4691	3113	1241	4354	490	175	665	8063	3432	11,495
Public, not in Burghs,	4	117	101	218	228	169	397	267	138	405	62	24	86	674	432	1,106
Private,	11	39	...	39	316	...	316	527	...	527	102	...	102	984	...	984
Total,	69	1356	686	2042	3804	1600	5404	3907	1379	5286	654	199	853	9721	3864	13,585

GENERAL ABSTRACT.

Table III.—Number of Scholars, Percentage in Attendance, and Accommodation.

Schools.		NUMBER OF SCHOLARS.							CLASS-ROOM ACCOMMODATION.		
		On Roll.			In Attendance.					Actual Sup. Area for each Scholar.	
Designation.	No.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Percentage in Attendance.	No. of Scholars at 8 sq. feet each.	On Roll.	In Attendance.
Public, in Burghs, . . .	54	9,022	3840	12,862	8063	3432	11,495	89·5	27,053	16·8	18·8
Public, not in Burghs, . .	4	734	483	1,217	674	432	1,106	90·9	2,764	18·2	20·0
Private, ...	11	1,067	...	1,067	984	...	984	92·2	3,848	28·9	31·3
Total,	69	10,823	4323	15,146	9721	3864	13,585	89·7	33,665	17·6	19·6

Table IV.—Number of Scholars in each Subject.

Schools.		Total Scholars on Roll.	SCHOLARS ON ROLL LEARNING																
Designation.	No.		Greek.	Latin.	French.	German.	Hindustani.	Italian.	Arithmetic.	Book-keeping.	Mathematics.	Physics.	Natural History.	Chemistry.	English.	Writing.	Drawing.	Music.	Mensuration.
Public, in Burghs, .	54	12,862	680	3239	2310	440	1	1	9,299	758	1395	419	124	87	11,788	9,561	1505	1074	89
Public, not in Burghs,	4	1,217	121	290	372	114	...	6	1,068	48	214	68	...	59	1,188	974	243	153	2
Private, . . .	11	1,067	168	640	501	134	...	...	956	168	366	58	41	38	1,047	798	315	...	...
Total,	69	15,146	969	4169	3183	688	1	7	11,323	974	1975	545	165	184	14,023	11,333	2063	1227	91

GENERAL ABSTRACT.

Table V.—Finance.

The undernoted does not include Value of Premises, Repairs, Insurance, or Feu-Duty.

SCHOOLS.		Income of School for the last Financial Year under the Heads—																					
No.	Names.	Salaries paid by Heritors.			Salaries paid by Town-Council or Trustees.									Endowments.			Parliamentary Grants.			Grants from Trustees of any Bequest.			School Fees.			Voluntary Subscriptions and other Sources.			Total Income of School.		
					To Rector or Head Master.			To other Masters.			To Assistants.																			
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
54	Public, in Burghs, .	468	6	8	1788	1	4	1466	16	7	189	4	10	1617	12	9	752	1	8	1365	10	6	37,877	15	6	57	11	8	45,583	1	6
3	Public, not in Burghs, . (excluding Glenalmond.)	.....			580	0	0	2384	8	3	34	5	0	201	16	11	62	0	0	...			307	1	6	...			3,569	11	8
57	Total,	468	6	8	2368	1	4	3851	4	10	223	9	10	1819	9	8	814	1	8	1365	10	6	38,184	17	0	57	11	8	49,152	13	2

APPENDIX F.

(1.)—INSTRUCTIONS TO ASSISTANT-COMMISSIONERS.

EDUCATION COMMISSION,
15, QUEEN STREET, EDINBURGH,
August 1866.

SIR,

I am directed by the Commissioners appointed by Her Majesty to inquire into the Schools in Scotland, to inform you that you have been appointed an Assistant-Commissioner for the purpose of inquiring into the Burgh and Middle Class Schools of Scotland.

The points to which your attention is directed, and with respect to which the Commissioners desire information, are chiefly these:—

1. You will endeavour to ascertain the constitution of such Schools, the class and character of persons who constitute the managing directors, and the powers with which they are invested as such directors. You will be so good as to state whether any observations have been made to you by the inhabitants, the masters, or the parents of the children who attend the schools, as to the exercise of the powers of management, and whether these should be vested in other hands.

In case the area from which the managers were originally selected has been enlarged, you will ascertain whether this enlargement has proved beneficial.

2. You will inquire into the tenure upon which the Masters hold office; who appoints them; what the legal relations of a master may be with respect to those who appoint him; whether these legal relations are ever modified by a special contract; and what may be the precise terms of such special contract.

You will also inquire what qualifications are required for a person to be elected, or to continue as master in a Burgh School, and particularly whether such Schoolmasters have enjoyed the benefit of any special training as teachers.

You will ascertain whether any difficulty is felt in getting rid of inefficient masters, or whether masters are induced to hold office after they have become incapacitated by age or infirmity in consequence of the want of power to grant adequate retiring pensions.

3. You will investigate the relations of the masters to each other. In case there is a Rector, you will ascertain whether the Rector or the Magistrates have power to lay down a course of study, and whether the power is practically exercised. It may be useful to ascertain whether the appointment of a Rector to control or superintend the other masters meets with general approbation.

It is important to ascertain whether accurate Registers are generally kept by the masters, and the form in which such Registers are kept.

The manner in which discipline is maintained is also a subject which will engage your attention.

4. You will inquire into the character and condition of the school buildings; whether they are in good repair; upon whom any obligation rests of keeping them in repair; and whether there is any difficulty in the way of compelling the fulfilment of this obligation.

You will also ascertain whether there is any playground or place of recreation attached to the school.

5. You will ascertain the amount of money annually expended by the Magistrates or others in providing salaries for the teachers, and in keeping the school buildings in repair.

6. You will ascertain the amount of permanent endowment (if any) enjoyed by each school, the source from which it is derived, and the manner in which it is applied, in augmenting the salaries of the masters, in bursaries, or in maintaining the school buildings.

The effect of such endowment upon the efficiency of the schools will also form an important subject of inquiry.

7. You will ascertain the scale of fees; whether they are paid by the quarter or by the half-year; whether in advance or at the close of the term. You will endeavour to ascertain the precise cost of educating a boy at each school for one quarter; the number of classes which such boy would probably attend; and the number of quarters which would generally be deemed sufficient in the various classes.

8. You will inquire into the social status of the pupils who attend the Burgh Schools; whether there is any disinclination on the part of parents to send their children to such schools; and whether they prefer to send them to Proprietary schools, to private Academies, or to Boarding schools at some distance from home. It is important to ascertain whether this feeling has increased or diminished of late years.

9. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. You will ascertain whether this system works well, or whether it would be better if the pupils were obliged to follow a prescribed course of study.

10. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. You will inquire into the advantages and disadvantages of those rival systems, and endeavour to form a judgment as to which of the two is to be preferred.

11. It will be your duty to ascertain whether the Burgh Schools supply an adequate and sound education to those who attend them, and whether there are any means of improving them. Are the masters sufficient in number for the pupils whom they profess to teach; and are they sufficiently well paid? Is there any efficient system of examining the schools; or would it be convenient and advantageous that some such system should be organized? From what class of persons should the examiners be selected; and in whom should the appointment of them be vested?

12. In order to ascertain the condition of the schools, you will, as far as possible, examine the scholars, and state the results of your examination. In particular, you will ascertain the subjects of instruction which are most appreciated by parents, whether the children remain long enough at school to derive the full benefit of the teaching, and the average period occupied by a complete course. In connexion with this part of the subject, you will inquire whether the study of Classics has of late years diminished or increased.

13. It is alleged that, in some cases, while the classes at the Burgh Schools in which Classics are taught, are by no means well attended, the classes of the Latin and Greek Professors at the Universities in the towns where these schools are situated are well attended. You will inquire into the truth of this allegation, and state your opinion whether it would be advantageous that there should be some examination preliminary to attendance at the University, or, at all events, previous to admission into the junior Latin or Greek classes.

14. Lastly, you will ascertain whether there is sufficient accommodation in the Burgh Schools for all those who desire to obtain admission into them; or whether the inhabitants of the towns are compelled, from want of room in such schools, to send their sons to private Academies and other schools.

15. In prosecuting your inquiries, you will bear in mind that the Commissioners have no power to compel any person to furnish you with information. It is to be observed also, that Mr. Fearon has already been deputed by the English Schools' Inquiry Commission to examine some of the Burgh Schools, and has visited nine,

viz., Aberdeen, Ayr, Dumfries, Edinburgh, Glasgow, Hamilton, Inverness, Perth, and Stirling. Mr. Fearon's Report will be ready by the beginning of October, and will probably be placed in your hands. In the meantime, the Commissioners propose that you should begin by examining some of the other Burgh Schools besides those examined by Mr. Fearon.

16. It will be useful for you to visit some other schools, such as the Dollar Academy, the Madras College at St. Andrews, and other institutions which profess to supply education to children of the same class as those who frequent the Burgh Schools, in order to institute a comparison between the character and cost of the education supplied in these various establishments.

17. The Commissioners instruct you to report on the above matters by the 15th of April next; and you will use your own discretion in fixing the period of your examination, with reference to the convenience of the Schoolmasters and the time at which the schools commence for the winter.

18. You will, for the present, confine your attention to schools which are either exclusively devoted to the education of boys, or in which both boys and girls are educated, omitting those devoted exclusively to the instruction of girls. You will probably find it convenient, in conducting your inquiries, to refer to the paper of questions on the subject of education which accompanies these instructions.—I am, Sir, Your obedient Servant,

PATRICK CUMIN, *Secretary.*

To Assistant Commissioner,

(2.)—FORM OF QUESTIONS RELATING TO THE BURGH AND MIDDLE-CLASS SCHOOLS.

County, ...
Burgh, ...
Name and Designation of Witness, . .

What has been your experience on the subject of education?
Would you state your views on the following points:—

1. The constitution of the Burgh school.
2. The management of the Burgh school.
3. The relation of the Masters (*a*) to each other; (*b*) to the managing body.
4. The theory of the Burgh-school system being, that it meets the wants of the whole community; how is this found to be in practice?
5. More especially—
   (*a*) Do all the classes in the community avail themselves of it?
   (*b*) Does its mixed character operate against it as compared with private academies, Proprietary schools, Boarding schools at a distance, or other schools?
6. Is the Burgh-school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations at the Universities, and for the Civil, Military, and East Indian Services?
7. It is understood that generally in Scotland the parents are free to choose the classes which their children shall attend. State your views as to the advantages of this system, as compared with that by which pupils are obliged to follow a prescribed course of study.
8. In England and elsewhere the practice is for a pupil to be promoted from the class of one master to that of another master, according to the proficiency of the pupil as ascertained by examination. But in Scotland it is understood to be the practice for the same master to conduct his pupils through the whole course of instruction in the same subject furnished by the school. State your views upon the advantages and disadvantages of those rival systems.
9. What subjects do you believe to be best fitted for the education of the majority of scholars attending the Burgh schools?

10. What subjects do you believe to be preferred by the parents?
11. Would it, in your opinion, be an advantage or otherwise, if the Burgh schools were examined annually, and publicly reported on by independent examiners?
12. If such examiners are desirable, how should they be appointed?
13. State your views as to the relation which should exist between the Burgh schools and the Universities.
14. Have you any suggestions or remarks to make upon the Burgh school of _____, or generally upon the Burgh school system?
15. Have you any suggestions to make upon middle-class education in Scotland?

(Signed)_____

*Date*_____

[*N.B.*—The answers to the questions are confidential, and will not be published without your consent.]

(3.)—FORM OF SCHEDULE DISTRIBUTED AMONG THE STUDENTS IN THE LATIN, GREEK, AND MATHEMATICAL CLASSES IN THE UNIVERSITIES OF EDINBURGH, GLASGOW, AND ST. ANDREWS.

The Assistant-Commissioners appointed by the Royal Commission on Education in Scotland are desirous of having the following questions answered by the Students in the Universities of Scotland:—

University of_____

Session 1866-67.

Professor_____ _____Class.

1. Name of Student.
2. Place of Birth.
3. Age last Birth-day.
4. Where educated.
5. Profession or occupation of Father.
6. Classes attended this Session.

(Signed)_____

*Date*_____

(4.)—FORM OF SCHEDULE SENT OUT TO THE TOWN-CLERKS.

TO THE TOWN-CLERK OF THE BURGH OF

1. In what town, if any, and in what parish, is the School situate?
2. When was the School first established, and in what manner was it done?
3. Can you send a copy of the rules by which it is now governed?
4. In whom are the School buildings and other property vested?
5. Who are the governors or managers of the School?
6. How are they appointed?
7. Are there any, and what special qualifications of any kind required for becoming a governor of the School?
8. Do the governors exercise any control over—(*a*) The internal management and regulation of the School, and particularly over the scale of Fees? (*b*) The appointment and dismissal of the Masters? (*c*) The admission and expulsion of the boys? (*d*) The studies? (*e*) The discipline? (*f*) The conduct of examinations and appointment of examiners?

9. Is there any Rector, and how many Masters are there in the School?

10. Is there any rule or regular custom respecting the proportion between the number of Masters and the number of boys?

11. What special qualifications are required for a person to be elected or to continue Rector or Master?

12. What are the respective powers, duties, and emoluments of the Rector and each Master?

13. Are there any bursaries at any University appropriated to boys of the School? If so, state—(*a*) The total number; (*b*) The amount of each; (*c*) The period for which it is tenable; (*d*) The conditions of tenure; (*e*) The qualifications required for candidates; (*f*) The subjects of examination; (*g*) The special objects contemplated by the founders.

14. Are there bursaries tenable at the School? If so, give the same particulars.

15. What are the special objects contemplated in the establishment of the School either as to—(*a*) Persons to be instructed; or (*b*) Subjects to be taught?

(5.)—FORM OF NOTES OF PARTICULARS OF INQUIRY SENT TO TEACHERS IN PUBLIC SCHOOLS.

PARTICULARS OF INQUIRY RELATING TO THE SCHOOL AT , IN THE COUNTY OF .

1. If any great change has occurred in the number or character of the surrounding population, or if new schools have been established, state whether, and when, and how—(*a*) The success or usefulness of the Burgh School has been affected; (*b*) The class or habits of the boys attending it have been altered.

2. From what distance do the boys come?

3. Do they (*a*) remain for the whole day? or (*b*) return to their homes between the school hours?

4. Can you state generally the professions or occupations of the parents of the boys attending the school?

5. On the average of the last five years, how many boys have gone—(*a*) To any University; (*b*) To any other place of education?

6. During how many weeks in the year is the School at work?

7. What, if anything, are the boys required to know on admission?

8. Is their possession of this knowledge ascertained by examination?

9. How many classes are there in the School?

10. How many of these classes does a boy at the School generally attend?

11. State the number of classes which are attended by ten or twenty boys in each class in the School?

12. For how many hours a week does each class in the School meet in School?

13. What proportion of the lessons are learnt—(*a*) In School? (*b*) Out of School?

14. In learning Latin, Greek, French, and German lessons, are the boys recommended or forbidden—(*a*) To use translations; (*b*) To have assistance from a master or tutor; (*c*) To have no aid but grammar and dictionary?

15. Are Latin, Greek, French, and German exercises done—(*a*) In prose? (*b*) In verse?

16. Are such exercises, if any—(*a*) Short sentences taken from exercise-books; (*b*) Continuous pieces for translation; (*c*) Original composition?

17. Are examples in arithmetic or mathematics—(*a*) Taken from text-books; (*b*) Dictated orally by the master; (*c*) Set in writing?

18. Are the boys taught natural history, physics, or chemistry—(*a*) By text-books; (*b*) By oral lectures; (*c*) With specimen objects and experiments shown by the master or lecturer; (*d*) With specimen objects handled and experiments worked by the boys themselves?

19. Are the following subjects taught, and in what way—(*a*) Geometrical drawing; (*b*) Perspective; (*c*) Freehand drawing from the flat; (*d*) Freehand drawing from models; (*e*) Colouring?

20. How often is the School examined?
21. By what examiners? and how are they appointed?
22. In what subjects?
23. What system of rewards and prizes is in use in the School?
24. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations for Scholarships at the Universities, and for the Civil, Military, and East India Services?
25. Is the School connected with any, and if so, with what religious denomination?
26. What provisions are made for religious instruction?
27. What punishments are in use? and for what offences are they inflicted?
28. If corporal punishment is in use, is it inflicted publicly and privately, and by whom?
29. Are there any monitors employed to aid in maintaining discipline
30. Have the boys access to any school library?
31. Under what conditions?
32. Is there a playground attached to the School?
33. If so, is it open to all the boys to use?
34. How large is it?
35. How far is it from the School?
36. Have the boys any and what covered place for play in wet weather?
37. How many hours a day are allowed for play?
38. What are the usual games or other bodily exercises?
39. Do any of the masters join in the games?
40. Is there a gymnasium?
41. Is drilling or any athletic exercise taught as a part of the school system?
42. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
43. What subjects of instruction do you believe to be preferred by the parents?
44. What difficulties, if any, do you find in the discharge of your duty?
45. Would it, in your opinion, be an advantage or otherwise if your School were examined annually, and publicly reported on by independent examiners?
46. If such examiners are desirable, how should they be appointed?

I, being one of the (*or* we, being) Masters of the above-named School, hereby certify that the foregoing statements are correct.

(Signed)

(6.)—FORM OF NOTE OF PARTICULARS OF INQUIRY SENT TO TEACHERS IN PRIVATE SCHOOLS.

PARTICULARS OF INQUIRY RELATING TO

1. Can you state generally the professions or occupations of the parents of the boys attending the School?
2. On the average of the last five years, how many boys have gone—(*a*) To any University? (*b*) To any other place of education?
3. During how many weeks in the year is the School at work?
4. What, if anything, are the boys required to know on admission?
5. Is their possession of this knowledge ascertained by examination?
6. How many classes are there in the School?
7. What proportion of the lessons are learnt—(*a*) In School? (*b*) Out of School?
8. In learning Latin, Greek, French, and German lessons, are the boys recommended or forbidden—(*a*) To use translations; (*b*) To have assistance from a master or tutor; (*c*) To have no aid but grammar and dictionary?
9. Are Latin, Greek, French, and German exercises done—(*a*) In prose; (*b*) In verse?

10. Are such exercises, if any—(*a*) Short sentences taken from exercise-books; (*b*) Continuous pieces for translation; (*c*) Original composition?

11. Are examples in arithmetic or mathematics—(*a*) Taken from text-books; (*b*) Dictated orally by the master; (*c*) Set in writing.

12. Are the boys taught natural history, physics, or chemistry—(*a*) By text-books; (*b*) By oral lectures; (*c*) With specimen objects and experiments shown by the master or lecturer; (*d*) With specimen objects handled and experiments worked by the boys themselves?

13. Are the following subjects taught, and in what way—(*a*) Geometrical drawing; (*b*) Perspective; (*c*) Freehand drawing from the flat; (*d*) Freehand drawing from models; (*e*) Colouring?

14. How often is the School examined?

15. By what examiners? and how are they appointed?

16. In what subjects?

17. What system of rewards and prizes is in use in the School?

18. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations for Scholarships at the Universities, and for the Civil, Military, and East India Services?

19. What provisions are made for religious instruction?

20. What punishments are in use? and for what offences are they inflicted?

21. If corporal punishment is in use, is it inflicted publicly and privately, and by whom?

22. Have the boys access to any school library?

23. Under what conditions?

24. Is there a playground attached to the School?

25. If so, is it open to all the boys to use?

26. How large is it?

27. How far is it from the School?

28. Have the boys any and what covered place for play in wet weather?

29. How many hours a day are allowed for play?

30. What are the usual games or other bodily exercises?

31. Do any of the masters join the games?

32. Is there a gymnasium?

33. Is drilling or any athletic exercise taught as a part of the School system?

34. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?

35. What subjects of instruction do you believe to be preferred by the parents?

36. What difficulties, if any, do you find in the discharge of your duty?

37. Would it, in your opinion, be an advantage or otherwise if your School were examined annually, and publicly reported on by independent examiners?

38. If such examiners are desirable, how should they be appointed?

I, being one of the (*or* we, being) Masters of the above-named School, hereby certify that the foregoing statements are correct.

(Signed)

Education Commission (Scotland).

REPORT

ON

THE STATE OF EDUCATION

IN

THE BURGH AND MIDDLE-CLASS SCHOOLS IN SCOTLAND.

BY

THOMAS HARVEY, M.A., AND A. C. SELLAR, M.A.,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

VOL. II.—SPECIAL REPORTS.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
BY THOMAS CONSTABLE.

1868.

INDEX.

PUBLIC SCHOOLS.

	PAGE
Aberdeen Grammar School,	274
Aberdeen Old Grammar School,	24
Airdrie Academy,	163
Arbroath High School,	39
Arbroath Parochial School,	38
Ayr Academy,	262
Banff Academy,	16
Brechin Burgh Schools,	34
Burntisland Burgh School,	95
Campbeltown Burgh and Parochial School,	156
Cupar Madras Academy,	85
Dollar Institution,	99
Dumbarton Academy,	127
Dumfries Academy,	187
Dunbar Burgh School,	157
Dundee High School,	44
Dunfermline Burgh School,	97
Edinburgh Academy,	193
Edinburgh High School,	203
Elgin Academy,	8
Falkirk Grammar and Parochial School,	160
Fochabers Milne's Institution,	13
Forfar Burgh School,	31
Forres Academy,	5
Glasgow High School,	304
Greenock Academy,	171
Haddington Burgh School,	138
Hamilton Academy,	254
Inverness Academy,	291
Irvine Academy,	271
Kilmarnock Academy,	143
Kirkcaldy Burgh School,	91
Kirkcudbright Academy,	177
Kirkwall Grammar School,	300
Lanark Burgh School,	112

PAGE

Leith High School, ... 122
Linlithgow Burgh School, ... 115
Montrose Academy, ... 27
Musselburgh Grammar School, ... 130
Newton-Stewart Ewart Institute, ... 181
North Berwick School, ... 151
Paisley Grammar School and Academy, ... 166
Peebles Grammar and English Schools, ... 146
Perth Academy, ... 233
Port-Glasgow Burgh School, ... 135
Renfrew Burgh School, ... 119
Renfrew Grammar School, ... 121
Rothesay Parochial School, ... 153
St. Andrews Madras College, ... 63
Selkirk Burgh School, ... 154
Stirling High School, ... 225
Tain Academy, ... 1
Trinity College, Glenalmond, ... 241

PRIVATE SCHOOLS.

I. Edinburgh Institution, ... 313
II. Aberdeen Gymnasium, ... 319
III. Fordyce Academy, ... 324
IV. 326
V. 331
VI. 334
VII. 336
VIII. 338
IX. 340
X. 344
XI. 348

Appendix A.—I., ... 353
„ B.—IX., ... 361

SPECIAL REPORTS

ON

THE BURGH AND MIDDLE-CLASS SCHOOLS IN SCOTLAND.[1]

I.—PUBLIC SCHOOLS AND INSTITUTIONS.

I.—TAIN ACADEMY.

Tain Academy.

Visited Nov. 13, 1866.

History.

The Tain Academy was erected in 1812. Previous to that date no school existed north of Inverness for the education of the middle classes, and the inhabitants of Caithness, Sutherland and Ross, were compelled either to send their children to the south of Scotland for the higher branches of instruction, or to trust to the resources of the parochial schools. In 1793 the Inverness Academy was built, and induced, probably by its success, a number of leading men connected with the northern counties resolved to establish in the central locality of Easter Ross an institution to provide a suitable education for the youth of these counties. In 1809 a considerable sum of money was raised by subscription for this purpose, and in that year, on a petition by the subscribers, who were principally the landed proprietors in the counties, a royal charter was granted in favour of the Academy, and it was founded and endowed accordingly. The site, including nearly three acres for playground, was presented to the subscribers.

Constitution and Management.

The managing body consists of—

1. The Provost and eldest bailie of Tain, the Sheriff and Sheriff-substitute of the county, the Moderators of the Synods of Ross and of Sutherland and Caithness, and of the Presbytery of Tain, all *ex officiis.*
2. All subscribers of £50.
3. The heirs of subscribers of £100, or upwards.
4. Five of the subscribers of £10, nominated annually by the Commissioners of Supply of the county of Ross.
5. Eight of the subscribers of £10, 10s., nominated by the general body of subscribers of £10.

The present body of directors consists of the leading members of the town of Tain, a few of the larger farmers and others in the neighbourhood, and the representatives of the *ex officio* members and £100 subscribers. In these directors the external management of the school is vested ; and they have power to appoint and depose the head master, but this is subject to the approval of the whole body of subscribers. If the subscribers are dissatisfied with the dismissal of a teacher, they may re-elect him.

[1] The order of arrangement in the Reports is as follows :—History, Constitution and Management, Buildings, Finance, Teachers, Scholars, Organization, Examinations, Remarks.

Tain Academy.

If it be found necessary to discontinue any of the teachers, a special meeting of the directors must be held for the purpose, and three months' notice be given to the teacher before his services are discontinued. The teacher, in like manner, may leave of his own accord on three months' notice.

Buildings.

The building and other arrangements of the Academy were completed in 1812, and the Academy was publicly opened on 15th February 1813.

The site of the school, the buildings, and the furniture are all satisfactory. Repairs are executed by the directors when wanted, and no difficulty has arisen on this ground. The playground lies round the building, and extends over nearly three acres. There is accommodation in the school for 240 scholars, exclusive of the hall, which is a large room about sixty feet long by forty broad. There were present in the school when visited only 67 boys and 25 girls=92; so that there is ample accommodation for all who wish to attend.[1]

Finance.

The financial condition of the school is, shortly, as follows:—

There are no bursaries and no endowments.

1. Salary paid to Rector from Academical Funds (being interest of money in Stocks),	£135	0	0
2. Salary paid to Rector by Town Council,	25	0	0
3. Fees, (about)	220	0	0
	£380	0	0
Out of this sum of £380 the Rector pays his assistants,	£192	11	6
Balance,	£187	8	6

The fees are paid quarterly, in advance. The precise cost of educating a boy depends on the number of classes which he attends. The more advanced boys attend six classes on an average, viz.,—English, including grammar and composition, 8s.; mathematics, 8s.; Greek and Latin, 8s.; arithmetic, 4s.; or, £1, 8s. per quarter.

If they attend geography, they pay an additional fee of 4s. 6d.; if book-keeping, 4s.

In the younger classes, mathematics, classics, and modern languages are not attended; but writing is, and for that 2s. a quarter is charged. For English reading alone 3s. is charged, and 4s. for arithmetic; or 9s. per quarter.

Thus the education of the more advanced boys may be estimated at £5, 12s. per annum; of the younger boys, £1, 16s. per annum.

The whole course of the school is estimated at ten years, of which five years constitute a classical course. Thus the total cost of educating a boy at Tain Academy would be—

5 years at £1, 16s.,	£9	0	0
5 years at £5, 12s.,	28	0	0
	£37	0	0

A few boys who lived in the neighbourhood of the school had completed the whole ten years' course. The rector mentioned five as the number. The parents of most of the children were clergymen, farmers, merchants, and the more comfortable class of master tradesmen.

Teachers.

Till within the last five years the different masters held co-ordinate power, and were all appointed and paid by the subscribers. Now the rector is responsible for the whole control of the school—he appoints and pays his assistants—he gets all the fees, a salary of £25 from the Town Council, and £135 paid by the directors, being interest of money originally subscribed and invested in Stocks. These altogether amount to £380 per annum, out of which he pays the two assist-

[1] Throughout this Report the accommodation is calculated at eight square feet of superficial area per scholar.

ants £192, 11s. 6d.,—£80 being the minimum that he is allowed to pay his assistants. The present rector was appointed in 1854; had been educated at Dumfries Academy and Edinburgh University, where he had been first in the Mathematical and Natural Philosophy classes. He is a member of the Free Church. Both his assistants belong to the Established Church; one of them had been educated at St. Andrews. Tain Academy.

SCHOLARS.

The total numbers in the school were—

On Roll.	*In Attendance.*
Boys, 75	Boys, 67
Girls, 27	Girls, 25
102	92

ORGANIZATION.

As to the question of curriculum, it was considered that it was better that the parents should be free to choose what classes they pleased. If there were a curriculum, it would require to be so cheap as to be unremunerative. If it were not cheap, the other schools in the neighbourhood (Parochial and Free Church schools) would come into competition with the academy.

The school is arranged by the rector with the concurrence of the directors. It is divided into three departments—1. Mathematical; 2. Classical; 3. English. In the first, geography is taught in addition to mathematics and arithmetic. In the second—Classics, modern languages, and senior English. In the third—Junior English, writing, book-keeping, and drawing.

No registers are kept, except such as are necessary for the verification of the work, viz., the entrance, attendance, and place held by each boy in the class when marking for prizes is going on. The attendance is generally best in the spring quarter and worst in the summer quarter.

EXAMINATIONS.

Classical Department.—In the two highest Latin classes there were 8 boys, whose ages were from thirteen to sixteen. The highest class was reading the *Æneid*, Book I. The scholars were first examined on a part that they had not seen for some time, and did very badly. In the previous day's lesson, and in the lesson of the day, they did not do much better. They appeared to have very little idea of the construction or grammar of the sentences, and no idea at all of quantities. They had been four years at Latin, half an hour each day. The next class was reading Ovid's *Metamorphoses*, and did very fairly in the lesson of the day, and in the grammatical exercises. There were, besides, three junior classes.

Only 4 boys studying Greek were present on the day of our examination. Their text-book was Bryce's Grammar and Reader. They had been a year at Greek, a quarter of an hour each day. The work was very elementary. Perhaps they were qualified to enter the youngest class at our universities. They were certainly not fit for the 'Provectiores' or middle class. On the whole, Latin and Greek are not satisfactory.

Modern Languages—French Class.—There were three classes in French, numbering 29; 1 scholar learning German and 1 learning Italian. In the highest French class 3 boys and 1 girl read a passage from Télémaque, and translated and parsed fairly. In the 2d class 7 boys and 5 girls did some elementary work fairly.

The girls wrote on paper a short exercise, English into French, from their grammar, and answers to some simple grammatical questions. This was very badly done—6, 10, 12, 14, and 15 mistakes. Only one of the girls appeared to have made any progress in French.

English Department.—In this department the highest class is taught by the classical master, and the remaining classes, seven in number, by the second master, who teaches writing, book-keeping, and drawing, as well as English.

In the highest class there were present—

13 Girls, ...	ages 12 to 16.
23 Boys, ...	,, 12 to 17.
36	

Tain Academy.

They all wrote from dictation on paper seven lines of prose from Carlyle's *French Revolution*, an easy piece, and four lines of poetry from Gray's 'Elegy,' with the following result:—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
None.	8	Good, . .	22
1	7		
2	5	Fair, . .	10
3	4		
4	5	Indifferent, .	4
5	2		
More than five,	5	Bad, . .	0
	36		36

The dictation throughout was very much better done by the girls than the boys. The junior classes were not examined.

Mathematical Department.—This department was remarkably well conducted. The oral teaching was clear, sensible, and interesting, and the result was good.

Arithmetic—Highest Class.

Compound proportion, .	27 present,	16 correct.
Addition of fractions, .	22 ,,	13 ,, of whom 11 took the simplest method.
Division of fractions, .	24 present,	14 correct.

In *Euclid*, 9 boys tried the 7th Proposition of Book I., but only 2 were able to do it. The rector expected to carry this class through the six books of Euclid before the end of the session. Thirteen boys were also taught mechanics and chemistry.

In *Geography*—11 girls and 29 boys were present. They were well and systematically taught, and answered quickly and correctly.

Two boys went from this school recently to the Mathematical Class in Edinburgh University. They were in Professor Kelland's junior class, and both gained prizes, one the 9th, and the other the 16th.

Remarks.

The only point to observe about this school is the arrangement by which the rector teaches mathematics and geography; the classical assistant ancient and modern languages and English; and the English assistant writing and book-keeping. This is unusual, and in the case of this school not satisfactory. With the exception of arithmetic, writing, and mathematics, no subject is well taught. Latin, Greek, French, German, Italian, and English are too many branches for one man to teach, and in consequence none of these branches is well given. If the Tain community demands such variety of instruction, could it not provide funds to pay more instructors? It appears from the account of the charge and discharge of the burgh funds, that the revenue of the burgh for the year 1865-66 amounted to £902, 8s. 1d. Of this £25 only was paid to the Academy, and £10 additional to an industrial school. Tain is the only burgh in Scotland in which there is a demand for Italian. [S.]

II.—FORRES ACADEMY.

Forres Academy.

Visited Nov. 14, 1866.

History.

In a report by the present Town-Clerk, it is stated that 'prior to 1700, and 'for a considerable period thereafter, the records of the Council are confined 'almost exclusively to the proceedings of the annual elections.'

It however appears that the Grammar School, under one master, had been in operation in the seventeenth century, and that the English School, under another master, was established in 1760.

From 1760 down to 1812, both teachers seem to have occupied the same class-room, but in the latter year, the Council built two separate class-rooms, and the salary of the grammar and English masters respectively were fixed at £40 and £20 per annum. In 1815, the salary of the latter was raised to £30.

Since 1843, the schools for boys have been combined under the name of the 'Forres Academy,' having one master or rector, who is bound to provide qualified and efficient assistants.

In 1736, a schoolmistress was appointed 'to teach the young girls white and 'coloured seam,' but until 1843 little notice was taken of the female school.

From 1843, the Female or Ladies' School has been continued at salaries ranging from £5 to £25, the latter being the sum now paid, but the mistress has to provide not only a dwelling-house, but a class-room for herself.

Constitution and Management.

This school is a good specimen of a burgh school. The school buildings and property are vested in the Town Council, who are also the managers of the school, and as such exercise control over the scale of fees, the appointment and dismissal of masters, admission and expulsion of the boys, the studies, the discipline, and the conduct of examinations, and appointment of examiners. There are two points in connexion with the school which to some extent deprive it of all the characteristics of a burgh school. These are—(1.) The fact that there is a rector who regulates the internal arrangements of the school, and appoints his assistants, who act under him. Generally speaking, in burgh schools each master is independent of the other, and regulates his own classes in his own way, without being subject to any supervision. (2.) The other point is, the fact that an annual contribution of about £10 is paid by some of the heritors of the parish, who hold lands in feu of the burgh; the amount varies with the price of barley.

The Town Council are said to be anxious to do all that is required of them, but do not exercise any personal supervision; their control over the studies of the school being more nominal than real. At one time there was a standing committee appointed to visit the school, but it has been discontinued.

Buildings.

The site of the school is not very good, and the buildings, though fair when erected in 1812, are not good now-a-days. They are low and dark, and the furniture is indifferent. The playground is poor; it extends over about a quarter of an acre. There is accommodation for 262 scholars, and only 158 on the roll. There is, therefore, ample accommodation for all who want to attend, but the numbers of the juniors are very small, only 32 in all; this is probably owing to the recent establishment of a Presbyterian infant school and an Episcopalian school in Forres.

Finance.

The Town Council expend in salary to the rector £95, besides a small sum for repairs when such are necessary. The fees amount to about £125 per annum, and out of the total sum of (£95 + 125) £220, the rector has to pay two assistants. He has no house, and there is no retiring allowance.

There are no endowments, unless the £10 per annum payable by the landward heritors be considered an endowment, and there are no bursaries.

The scale of fees is moderate. Greek, Latin, or French, 5s. each, or 2s. 6d., as the rector chooses; arithmetic, when taken alone, 2s.; book-keeping, 2s. 6d.; mathematics alone, 5s.; geography, 1s. or 6d., grammar, 6d., reading, 2s., composition, 6d.,—or English, 4s.; writing (alone), 1s.; music, 1s. or 6d.; drawing, 7s. 6d. or 5s.

It is almost impossible to ascertain precisely the number of classes which are generally taken, but it would appear from the best estimate that we were able to make, that six is the average number attended by the seniors. These are Latin, arithmetic, geometry, English, French, and Greek or book-keeping or history.

Forres Academy.

For these the fees would amount to—

1. Latin,	£0	5	0
2. Arithmetic	0	1	0
3. Geometry	0	2	6
4. English	0	4	0
5. French,	0	5	0
6. Book-keeping,	0	2	6
	£1	0	0

Thus the cost of educating a boy in the senior classes would be about £4 per annum. In the junior classes a boy would attend

1. English,	£0	4	0
2. Arithmetic,	0	1	0
5. Writing,	0	0	6
	£0	5	6

Or, £1, 2s. per annum.

The average age on coming to the school is six, but some few come as early as five ; the average age on leaving is thirteen or fourteen. So that eight years is about the average period occupied by a complete course, though the number of scholars who complete it is very limited. If then we divide the period of eight years into a senior and junior period, the cost of education in Forres Burgh School will be—

Four years @ £1, 2s.,	£4	8	0
Four years @ £4,	16	0	0

Or £20, 8s. for the complete course. This of course must be taken as an approximation, but it is impossible to get much nearer the fact.

Teachers.

The rector is elected by the Town Council from a list of candidates, on a report of the school committee of the Council. The present rector is A.M. of St. Andrews, and had been four years a teacher at Merchiston Castle School before his appointment in 1852.

By agreement entered into between him and the Magistrates and Town Council, it was conditional that his first engagement should be for a period of three years certain, 'and should continue from year to year thereafter until the one 'party give intimation to the other of an intention to put an end to the same, 'six months previous to the 9th of August of the year in which it is intended to 'terminate the said agreement.' It was further agreed that the rector should have 'the sole control of the teaching in the academy, and must furnish and pay 'his own assistant or assistants.'

There are two assistants, whose appointment and dismissal lie with the rector, and who are dependent on him. Both belong to the Free Church.

Scholars.

The scholars are for the most part the sons and daughters of bankers, farmers, shopkeepers, tradesmen, and labourers of the more comfortable class, to most of whom £20, 8s. for the education of their children over a period of eight years is not a very serious expense. Few of these scholars go to any university ; only four have gone during the last five years. The majority leave school for writers' and bankers' offices.

The total numbers in the school were—

On Roll.	*In Attendance.*
Boys, 137	Boys, 127
Girls, 21	Girls, 19
158	146

Organization.

There is no special curriculum ; parents are free to choose the classes which their children shall attend. The scholars who remain at school for more than one year are promoted annually. In some special instances they may be taken through two classes in one year. This is uncommon. They are never kept back more than one year ; but whether fit for the advanced class or not, they are promoted into it.

Forres Academy.

The arrangements of the school are regulated by the rector, under the sanction of the Town Council. It is divided into two departments—(1.) Senior, including the classical, the higher English, and mathematical classes; (2.) Junior, which includes all below this.

Examinations.

Classical Department—1. *Latin.*—In Latin there are five classes, representing a course of five years, with 34 scholars in all. In the highest class, there were 4 boys present from thirteen to sixteen years of age. They were reading the First Book of the *Æneid*, and did well both in translation and parsing.

2. *Greek.*—Three boys were learning Greek, 2 in their third year and 1 in his second year. The third year boys were examined in Xenophon's *Anabasis*, Book I. One of these boys did very well indeed. He was remarkably well grounded in the language, ready and accurate. The rector and one assistant teach all the Latin and Greek classes.

Modern Languages.—In French there are two classes, consisting of 8 boys and 3 girls.

Six boys, ages ten to fifteen, and one girl, age twelve, were present. They did an exercise from English into French, and some grammatical questions.

The exercise done by the girl was good, and the grammatical questions were very fairly answered. Of the boys, only one did the exercise well, and he made six mistakes in the grammatical questions. Of the others, four were not above fair, and one was bad.

Arithmetic.—In arithmetic there are six classes, containing altogether 107 boys and 16 girls. The 1st, 4th, and 5th classes are taught by one assistant; the 2d and 3d by the other, and the highest by the rector.

The highest class, 14 boys, was examined in fractions, and practice and compound proportion; decimals, fairly taught and done; practice, tamely done; addition of vulgar fractions, 5 right out of 14; compound proportion, failure. The other classes were not examined.

English.—In English there are 7 classes, containing on the roll 137 boys and 19 girls. One of the assistants teaches the 1st, 3d, and 6th classes; the other teaches the 2d, 4th, and 5th; the rector teaches the 7th. Nine boys, ages from thirteen to fifteen, one girl, aged twelve, wrote from dictation a short piece of prose, and four lines of poetry, with this result—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	8	Good, .	2
1	1		
2	1	Bad, . .	8
	10		10

Remarks.

Classics in this school, so far as they went, and English were both fairly good. The most advanced boys would be qualified to enter the fourth class of the Edinburgh Academy, and might take a fair place in it. The school would rank about on a level with a good parochial school in one of the counties in which the Dick Bequest is in operation. [S.]

III.—ELGIN ACADEMY.[1]

Elgin Academy.

Visited Nov. 15, 1866.

History.

The Elgin Academy was erected in 1800. Prior to that date, and as early as 1585, a grammar school existed in the burgh, and in connexion with it a school for teaching music, or a 'sang school,' as it was called, was endowed by James VI., out of the property of the hospital of 'Maison Dieu,' mortified for the support of the school, and granted by royal charter of confirmation, in 1620, to the Provost, Bailies, and Town Council of Elgin, and their successors. This last-mentioned school was, in 1659, converted into an English school, in which sacred music was taught. These two schools existed side by side until 1800, when they were condemned on account of the ruinous condition of the buildings, and were sold by public roup—the grammar school for £74, and the English school for £54. The present building was then erected, and the two schools were united, and designated as the Elgin Academy, and a mathematical teacher and school were added to the classical and English teachers and schools. The cost of the buildings was defrayed by the Magistrates from the funds of the burgh, with the aid of voluntary contributions. In 1850 an action was raised, at the instance of the Presbytery of Elgin and several heads of families, residents in Elgin, against the Magistrates and Town Council of the burgh, to have it declared that the academy was a public school, and as such fell within the jurisdiction and superintendence of the Presbytery; and further, that the masters appointed and to be appointed to the academy were bound to appear before the Presbytery and subscribe the Confession of Faith, and to practise and conform themselves to the worship of the Established Church of Scotland, and submit themselves to the government and discipline thereof. The Magistrates defended the action, and after a great deal of litigation, and an expense of nearly £3000, judgment was pronounced on January 16, 1861, to the effect that—(1.) the grammar and English schools formed a public burgh school; and (2.) that the masters were subject to the jurisdiction, superintendence, and control of the Presbytery. In consequence of this decision, the Burgh and Parochial Schools Act of 1861 was passed, by which, among other important measures, Burgh schools were relieved from the superintendence of the Presbyteries. This Act forms an important era in the history of Burgh schools.

Constitution and Management.

The school is an ordinary burgh school, under the management of the Magistrates and Town Council, who regulate the scale of fees, appoint the masters, and exercise all the functions usually exercised by managers of burgh schools.

Buildings.

The situation of the school is not unsatisfactory, in so far as it is in the centre of the town, but the buildings and playground are such that it is impossible that the school can be well attended. The class-rooms are badly ventilated; they are very cold in winter, and must be oppressively hot in summer. The door in one of the class-rooms was so rickety, that it had to be kept closed against the wind by means of faggots and logs of wood. The desks are very old and ill arranged; the light is deficient, and the whole aspect of the building is miserable and uncomfortable. The playground is about a rood in extent, covered, not with turf, but with gravel, and in such a condition that the day on which we visited the school it was hardly possible to cross from one class-room to another, situated on either side of it, with dry feet. There are four class-rooms, with accommodation for 330 scholars, and, when visited, there were 113 present and 137 on the roll. There is therefore no lack of room for the present numbers, but there is no reason why the numbers should not greatly increase, if the buildings were more satisfactory.

Finance.

The money expended by the Council out of the town's funds annually in providing salaries for the teachers is as follows:—

Salary of Classical Master,	£60	0	0
Do. of English do.,	40	0	0
Do. of Mathematical do.,	20	0	0
Do. of Music do.,	15	0	0
Carry forward,	£135	0	0

[1] The history of this school is given more fully in detail in Chapter I. of the General Report.

Annual expenditure brought forward,			£135	0	0 Elgin Academy.
Annuity to Mr. Merson, late Teacher of Mathematics,			50	0	0
Total salaries and annuity,			£185	0	0
Add to this feu-duties, public burdens, and repairs on buildings, say,			15	0	0
Total annual expenditure by town,			£200	0	0

The revenue received on account of education, etc., is as under :—

Rents and feu-duties of Maison Dieu lands for one year,			£173	10	0		
Feu-duty of Kirdels and Pitcroy,			1	13	4		
Do. of Over and Nether Manbeen,			3	14	5		
Do. of E. and W. Pittenseir,			1	2	2		
Interest of Dick's Mortification,			5	0	0		
			£184	19	11		
From which deduct amount paid to four Beidmen,	£42	13	0				
Interest on Beidhouse,	12	10	0				
			55	3	0		
						129	16 11
Excess of expenditure,						£70	3 1

It thus appears that a considerable sum (£70, 3s. 1d.) is annually paid from the common good for the support of the academy, independent of the above revenue derived from the royal grant. In addition to these funds, there are several small educational bequests. These are—(1.) the M'Andrew, amounting to £200; (2.) the Allan, amounting to £400. The interest of both of these is spent in prizes awarded annually. (3.) The Dick, amounting to £120, the interest of which goes to augment the classical teacher's salary. And there are the Leslie and Brander bequests, amounting to £470. Amount of bequests, £1190.

The fees, which last session amounted to £232, 6s. 6d., are rather higher than they are at Forres. In the senior department a scholar attends as a minimum—

	s.	*d.*	
Senior English,	10	0	
Latin and Greek,	7	6	
Arithmetic, Mathematics, or Writing,	10	0	
	£1	7	6 per qr.

If in addition to these subjects he learns modern languages, the quarter's fees are increased by 10s. 6d., and the total charge is £1, 18s. per quarter. In the junior department the fees are—

	s.	*d.*	
English,	7	6	
Latin,	5	0	
Arithmetic and Writing,	5	0	
	17	6	per qr.

In the initiatory department,—

	s.	*d.*	
English,	5	0	
Writing,	2	6	
	7	6	per qr.

Thus a child may be educated till he is eight years of age for £1, 10s. per annum; till he is twelve, for £3, 10s.; and from twelve or thirteen, for £5, 10s. per annum. But this only gives him the minimum instruction, and does not include matriculation fees or extra expenses. It was impossible to arrive at any accurate estimate as to the number of boys who would be likely to complete a course at this school, as two of the masters had been recently appointed. The different schools were independent of each other, and the present system, by which the school was divided into three divisions, had only been introduced this year.

Elgin Academy.

Teachers.

The present masters were all appointed by the Town Council, and upon the regular system of co-ordinate and independent power, each being rector in his own department. The English teacher is nominal rector of the school, but beyond the arrangement of the hours, he has no special authority over the others. Several attempts have been made to establish one master with supreme power as rector, but none of them have been successful. In addition to the classical, English, and mathematical masters, a modern language and drawing master teaches in his own independent school three days each week. He receives no salary from the Town Council, but makes what income he can from the fees. The classical teacher belongs to the Free Church, and is A.M. of Glasgow. The English master was also educated at Glasgow University, and had been a teacher in Glasgow for twenty years, during which time he had taught in the High School and in the Andersonian University. He and the mathematical teacher both belong to the Established Church. Both were appointed this year.

Organization.

The school is divided into three general departments,—senior, junior, and initiatory. In the initiatory, English, writing, and arithmetic are taught, and the nominal age of the children is from five to eight. In the junior, Latin is added, and the nominal age is from ten to thirteen. In the senior, mathematics, book-keeping, Greek, English history and literature, and, when desired, logic, rhetoric, and natural philosophy are added; the age is from thirteen upwards.

Examinations.

Classical Department.—In this department there were 40 scholars on the roll, 36 boys and 4 girls, and 38 in attendance. There were three Latin classes, in which the scholars paid 5s. per quarter, and one Latin and Greek class, in which they paid 7s. 6d. per quarter.

In the two lowest Latin classes there were 30 present, all in their first year. They did not profess anything but the grammar. In that they were remarkably well drilled. In the third Latin class there were six present, all about fourteen years of age. They were reading the first Book of Cæsar, and were doing Arnold's Exercises. In both subjects they did very well, and were up to the third class in the Edinburgh Academy. In the highest Latin, there were three present, fifteen years of age. They were reading *Æneid*, Book I., and Livy, Book III. They did remarkably well, and were up to the fifth class in the Edinburgh Academy.

In the Greek class there were two present, reading Xenophon, *Anabasis*, I. and VI., and Ferguson's Greek Exercises. They were thoroughly well grounded, and did their work with scarcely a grammatical mistake. These two boys did a piece of Latin prose, and an exercise done by a boy who had just left the school, and gained a high bursary at Aberdeen, was also examined. In these exercises there was no mistake that could be considered a grammatical error. Considering that about one hour a day is given to each class, the classical teaching at this academy must be pronounced as very good.

Mathematical Department.—In this department there are 80 boys and 16 girls on the roll. There are four classes in arithmetic, three in writing, one in book-keeping, and three in mathematics.

In the highest arithmetic class, there were 14 boys and 6 girls, whose ages were from eleven to fifteen.

In a sum in compound addition (weights and measures), 5 of these were correct.
In a sum in compound addition (time—days, hours, etc.), 15 were correct.
In a sum of simple proportion, . . . 6 ,,
,, vulgar fractions, addition, . . 12 ,,
,, ,, ,, multiplication, . 5 ,,

In the junior classes the teaching was elementary, and wanted life. As compared with the rest of the school, this department appeared poorly taught.

English Department.—In this department there were 100 boys and 21 girls on the roll, and 89 boys and 18 girls in attendance.

In the initiatory division, where reading, spelling, general information, and religious instruction are given, there were 48 boys and 8 girls. In the junior division, where, in addition to the above subjects, natural science, history, and geography are taught, there were 38 boys and 9 girls. In the senior division, where English literature is added to the other subjects, there were 14 boys and 4 girls.

In the junior classes the master made all the class pronounce the words after

him, speaking together. He then read a line or a stanza, and made all follow him, raising and lowering their voices as he did, and pronouncing each word clearly and separately. The result was, that they adopted his tone and pronunciation, and so read in a somewhat unnatural and almost affected tone. At the same time, the reading was good; take it as a whole, it was better than the average reading in the ordinary elementary schools. The history and geography were also good for such a young class. In the senior English there were 12 boys and 4 girls present. They were examined first in mediæval history. The text-book was Chambers' *Historical Questions*, in which the questions and answers are given as in a catechism. The pupils learned so many of these questions daily and repeated them to the master, after which he gave a short conversational lecture upon the subjects embraced in the questions. The result was, that the pupils had a great fund of information upon the subjects of their lessons, and they answered questions with considerable readiness, but with a constraint upon their minds, as if the answers were the result of memory rather than of knowledge naturally acquired. This system cannot be a good one. The scholars' memories are trained, and they answer questions parrot-like, but their minds are not disciplined by such a method. Intelligent answers given to questions upon a chapter in a book of Fairy Tales, which the children had read, would be a more satisfactory performance than correct answers learned by rote, and given without intelligence, to questions on mediæval history. Elgin Academy.

In geography they were learning the maps of South America and the West Indian Islands. They were examined on those of England and Scotland, which they had not been learning for some months, and did well. Indeed, the geography throughout was good.

In grammar, Bain's Grammar is used, as a knowledge of that work is essential for the bursary examinations at Aberdeen. Complaints were made of the use of this book. It is said to be a technical and crotchety book, and not adapted for young scholars; but as the grammatical questions in the bursary examinations are set from it, all who go up for bursaries must be taught it.

In English literature—Spalding. The literature of the eighteenth century was being taught. This subject seemed well given, but again the memory seemed more highly trained than the reasoning powers, and the pupils repeated, almost by rote, answers to questions which never could have come spontaneously from a boy or girl of fourteen or fifteen years of age.

In dictation, eleven wrote a paper, five lines of prose from Spalding's 'Literature,' and eight short lines of poetry from Scott's 'Coronach,'—their ages were from eleven to fourteen.

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	4	Good, . .	6
1	3	Fair, . .	4
2	2	Indifferent, .	1
3	2		
	11		11

They also wrote a piece of English composition on the subject of 'School, chosen by themselves. Allowing a maximum of 100—

1	got	70	Average 17, or,	2 good.
1	,,	60		3 fair.
3	,,	40		4 indifferent.
4	,,	20		2 failed.
2	,,	0		

On the whole, the English department was satisfactorily taught, and very well managed; but the impression left upon our minds was that the teaching of the department may possibly tend rather too much towards cramming for examinations.

Modern Language Department.—In French, German, and drawing there were 12 boys and 4 girls. There were three classes in French. In the two lowest, eight were present, ages about eleven. They had only been three months

Elgin Academy.

at French, and were in grammar and elementary sentences. But they did very fairly so far as they went.

In the highest French there were two girls, ages 15 and 16. In paper work—grammar, and an exercise from English to French—one girl did well. In *viva voce* translation, one of De Fivas' Exercises, both did well.

Remarks.

The success of this school has been very fluctuating of late years, and has been a good deal influenced by the formation of a private school in the suburbs of Elgin, which has been in operation about seven years. Till within the last nine months, this private school appears to have attracted the children of the more comfortable among the Elgin middle-class. At that time the numbers in the academy had fallen to about 40, and it appears to have been unpopular. There were several changes amongst the masters, and great discontent. Within the last year, however, and since the appointment of the present English master, the numbers have increased by nearly 100, and the school is, comparatively speaking, in a flourishing condition. But it can never be thoroughly successful until better buildings are erected, and a better playground is provided for the scholars.

The present Provost, Mr. Russel, proposed eighteen months ago to extend the plan of the school. He wished to erect new buildings, with accommodation for 300 scholars, the total estimate for which would be about £3300. He considered that even at an expense of £2500 suitable buildings could be erected. The present site and buildings would fetch £500, so that a subscription of £2000 would meet the requirements of the town.

In order to raise this subscription, he proposed that the Town Council should widen the basis of management, and should divest themselves of their control over the academy in favour of a board of trustees, consisting of the Provost and Magistrates, the Sheriff-substitute and the Convener of the county, four clergymen of Elgin, and each subscriber of £100 and upwards.

This scheme was considered by the Town Council, but only with qualified approval, and they determined to take no steps until the report of the Commission was before the public. The scheme, however, has not been abandoned by the promoter, and subscriptions are being collected even now with a view to carry out some plan similar to that proposed. [S.]

IV.—MILNE'S INSTITUTION, FOCHABERS.

Milne's Institution, Fochabers.

Visited Nov. 16, 1866.

History.

This institution was opened in 1846. Mr. Milne, a native of Fochabers, acquired a large fortune in business in New Orleans. He died in 1836, and bequeathed £20,000 to build and endow a school in Fochabers. There was considerable difficulty in getting the money paid, and it was only after much litigation, and owing in great measure to the exertions of the late Duke of Richmond, that it was ultimately handed over to the trustees. By the terms of the will, the school is free to the parish of Bellie. Extra parochial pupils pay a small fee.

Constitution and Management.

The directors of the school are—

The Duke of Richmond, or, in his absence, The Earl of March.
The Sheriff of the county, or in his absence, the Sheriff-substitute.
The Parish Minister.
The Chamberlain of the Duke of Richmond.
The Baron Bailie of Fochabers.
Three persons elected by the Feuars of Fochabers.

Their powers are absolute, and, from their constitution, they form an excellent board of management.

Buildings.

The money has been employed with great success in carrying out the wishes of the founder. The school-buildings are admirable. Attached to them is a good dwelling-house for the rector, with accommodation for from 12 to 16 boarders. At the time of our visit he had 9 boarders. It is no small advantage that the school is situated in a beautiful locality. There are five excellent rooms —one of them a spacious hall, that is used for the general meetings and for the English classes. It is 58 feet long, and 22 feet broad. Altogether there is accommodation for 433 scholars in the institution.

Finance.

As to the income and expenditure of the school.—The head master has £150, and a free house; the English master, £90; the arithmetical master, £80; the junior English master, £65; the sewing mistress, £35; and an extra assistant, £4, 8s. 3d. In all, the masters' salaries are £424, 8s. 3d. Other payments amount to £131, 9s. 3d.; namely, treasurer, £10; secretary, £10; janitor, £22; fuel, £17; repairs, £12, 9s. 3d.; books and sundries, £60. The whole expenditure is £555, 17s. 6d.

But the income of the school is considerably larger—

The Endowment yields	£626	5	2
Parliamentary Grants yield	62	0	0
And Fees amount to	47	1	6
	£735	6	8

There is thus a surplus of £179, 9s. 2d. This sum, we were told, is retained annually as a balance, to meet what contingencies we were unable to discover. It was suggested that it might be expended not unprofitably in augmenting the salaries of the teachers.

The rate of fees is as follows:—The parishioners of Bellie pay no fee either for education or for books. Others pay a fee of £1, 10s. and £2, 2s. a year. For the former fee they are taught English, arithmetic, writing, music, and drawing. For the latter, Greek and Latin, mathematics and French, besides the ordinary branches. These pupils, of course, pay for their own books.

Teachers.

The staff of masters consists of a rector, two English masters, a mathematical and writing master, and a sewing mistress. All of these are appointed by the directors, and may be dismissed on short notice, without cause assigned. In effect, however, the directors have very wisely transferred most of their authority into the hands of the head master, in whom they have perfect confidence. They allow him the choice of his own masters, who in all respects are subordinate to him, while he is responsible to the patrons for the efficient state of every part of the institution. The Rev. R. Ogilvie, the present rector, was appointed to his office in 1860. He is a graduate of Aberdeen, and is a member of the Established Church. All his assistant masters belong to the same Church.

Scholars.

All classes of persons in and about Fochabers send their children to the insti-

Milne's Institution, Fochabers.

tution—ministers, bankers, tradespeople, shopkeepers, labourers,—and besides these, others are induced to send their children from a distance to this school, either as day scholars or as boarders with the rector.

The school is divided into two branches—an infant school and an upper school. The average age on coming to the former is five or six; to the latter, eight or nine. A complete English course occupies about six or seven years. Most of the children take full advantage of it. Of those who take, in addition, the classical course, a few, perhaps three or four boys, go annually to Aberdeen University. The honours that they have gained there are in themselves a good comment on the school. During the last six years they have gained twelve open bursaries, and six places in merit, in the public competition. Besides this, four of them, within the last three years, have gained civil appointments; namely, three in the prison and excise departments of the Civil Service, and one in Somerset House. The last mentioned did not pass directly from the school, but after an interval of two or three years.

The majority of the pupils leave school about the age of thirteen, for every kind of occupation, according to their position and circumstances. They all follow a prescribed course, of which English is the basis. There is no discretion given to the parents or boys to follow out a vagrant curriculum of their own.

Examinations.

At the time of our visit, we found in the infant school about a hundred children, under the direction of an excellent trained teacher. He taught with enthusiasm and success. This part of the school is under Government inspection, and receives Government aid.

The upper school consists of two main branches, one under Government inspection, in which the ordinary subjects, including drawing and music, form the curriculum; the other being what we may call the classical side. There were in this upper school 103 boys and 99 girls.

Classical Department.—In the classical side, there were 40 boys, 16 of whom were learning Greek, as well as Latin. The second highest class—14 in number, and about fourteen years of age—were reading Cæsar. A passage was taken from a part of the book that they had not seen recently. It was very fairly translated, but not by the lower half of the class. The parsing generally was good. The highest class was composed of 4 boys—fourteen, fifteen, seventeen, and eighteen years of age. They read two pieces of Livy—one that they had done in the class, and the other new. The former was a difficult passage, but they translated it successfully. The latter was easier. A few minutes were allowed them to look it over, and it was construed by them all with accuracy. Ten boys, selected from these two classes, were afterwards examined in a portion of Roman history and in the geography of Italy. They answered well in both subjects. There were two Greek classes; the higher of them was reading Xenophon's *Anabasis*. They did not know much, but what they knew they knew accurately.

English.—In the English department, 25 of the older boys and girls, from twelve to seventeen years of age (divided into two separate sections), were reading Julius Cæsar. The reading was very tame and lifeless. They knew the words and their meaning, but they seemed to have no notion of anything beyond. In this respect they contrasted unfavourably with the English department at Elgin. It was not only that the accent was, as it could not fail to be, provincial, but they mumbled their words, read without emphasis, and could not possibly be followed, even for a couple of lines, without the assistance of the book. Probably any master or boy who, in any way unusual to the class, intoned or emphasized a passage, and tried to express the force and meaning of what he read, would be laughed at by the rest. After the reading was done, 13 boys and girls were selected to write a short essay. The subject was 'school,' or 'a holiday.' The boys all chose the latter, the girls the former. These exercises were well done. The penmanship was moderately good. Seven out of the 13 got more than half the maximum number of marks. The youngest of them, twelve years old, got 80 out of 100. The boys' exercises showed more thought and originality than the girls.

French.—In the French department there were two classes. The senior, consisting of five girls, were using Havet's *Reader*. Two of them did very well.

Mathematics.—In Euclid, a proposition from the First Book was set to the boys. The class was a small one. Four out of 6 did the proposition correctly.

The drawing department seemed very well taught. It was confined to free-hand drawing from lithographed copies. Milne's Institution, Fochabers.

For the inspected part of the School, the following is the last report of Her Majesty's Inspector :—

'The efficiency of all the departments in this institution is well sustained. 'More were presented under the standards than last year, and a greater proportion of passes was gained.

'The writing of the first standard is the weakest point. The reading throughout is fluent, but in expression and accent there is room for improvement.

'A very good appearance was made in geography and history. Grammar is not quite on the same level. Writing, freehand drawing, and arithmetic continue to be well taught. As on former occasions, I found the Classical teaching thoroughly sound and well advanced. The Industrial Department continues to be very efficiently conducted.'

No. of Children above 6 qualified by 200 attendances.	No. presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
206	118	35	35	15	26	25	25	25	22	23	23	22	19

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
17	17	16	17	9	9	8	5	9	9	7	7	307

Taken as a whole, the school is an excellent one. Its pleasant situation, its arrangements for the comfort of the pupils, and its efficient staff of masters, combine to make it far above the average even of good parish schools. It may be questioned, however, if gratuitous education is an unmixed good for the parishioners of Bellie. Being asked to mention what difficulties he found in the discharge of his duty, the head master answered that the only one arose out of the free education of the children. It is not that the parents do not value the benefits of such an education. They prove that they value it by taking advantage of it, without exception. They regard it, however, too much as a right, and are apt to be without any sense of obligation and indebtedness on their part. The whole institution, teachers and all, are their property. The payment of a small fee would restore the right relation between parents, scholars, and masters. In connexion with this, we may mention also what we saw, considerable abuse of the books supplied to the children gratuitously—more so certainly than in schools where the parents are made to feel their value by their cost. Remarks.

[H.]

Banff Academy.

Visited Nov. 20 and 21, 1866.

History.

V.—BANFF ACADEMY.

A grammar school has existed in Banff since 1544. But the earliest document extant in connexion with it is a charter of erection and endowment by David Cunningham, Bishop of Aberdeen, in favour of the grammar school in Banff, dated 31st March 1585, and confirmed by King James VI. by charter dated 23d July 1592. By this charter the Bishop of Aberdeen mortified in favour of the school certain bishops' teinds, payable for lands in the county of Banff, amounting annually to £44, 10s. 6d. Scots, which, however, were never made available to the burgh, the power of the neighbouring barons having overawed the inhabitants, and prevented them from prosecuting for recovery. An attempt to recover this part was made in 1683, but owing to the unsettled state of the country at that time it did not succeed. After that both charters were lost sight of until about 1835, when attention was attracted to the educational state of the burgh, by the fact that the Magistrates of the burgh, as trustees of the Wilson Bequest, to be afterwards mentioned, came into possession of funds amounting to £6567, 16s. 1d., which they determined to devote to educational purposes. Between 1683 and 1835, the grammar school seems to have undergone considerable vicissitudes. In 1684, a Mr. Watt was presented to the school, and, from the following minute of the Town Council, dated 11th November 1690, it appears that the school was not giving satisfaction to the inhabitants, but that the Council determined that the school should be supported.

'11*th November* 1690.—The s^d^ day the Magestrats and Counsell, takeing to 'there consideratione the great decay of the Gramer Schooll, pairtly accationed 'by the inhabitants there detaineing there children y^r^frae, yea evin those that 'are able and in ane conditione, without there prejudice, to maintaine them 'thereat, and outhers putteing them out of towne to landward schoolls, although 'the Schoollmaster hes undertaken to educat those of the inhabitants' children 'who are not able to intertaine them at schoolls, ordaines therefore, that all the 'inhabitants' children fitt for schoolls be immediatly putt y^r^to, only to such 'schoolls as are sett up by the Magestrats' authoritye, strickly prohibiting any 'persen to take upon hand to teach children without the Magestrats and Coun-'sell's order, and such of the inhabitants' children as are come to auge, and so 'not fitte for schoolls, be putt to traids, under the paine of banishment.'

In 1698, there seems to have been a rebellion in the school, which is noted in the following minute of Council:—

'The said day, it being moved in Court that there are severalls of the scholars 'in time bygone, who have rebelled against their former master, and are incour-'adged by ther parents so to do; therefore the Court enacts that any such 'scholars who shall presume or have upon hand to rebell in tyme coming, to be 'extrudit the School, and the parent who connives att or authorizes them in the 'same stuberness or rebellion to be fyned in fourtie shilling Scots *toties quoties;* 'and a scholar who shall damnifie the fabrick of the School-house, brak the glass 'windows, cutt, brak, or abuse the daskes, or maister's chamber, or School 'books, or their neighbour scholar books, the Court enacts and ordaines the 'parent of such scholars damnifieing, upon examination of the maister and proof 'by the maister or scholars, to be lyable for the dammadges *toties quoties.*'

In 1699 the old school-house was pulled down, and a new one, which, till the beginning of this century consisted only of one storey, was erected in its place. In 1762, in consequence of many of the inhabitants being compelled to send their children to distant parts for instruction in English, arithmetic, mathematics, etc., the only public establishment existing being for the teaching of Latin, the Magistrates and Council resolved to establish three additional schools within the burgh, 'one for teaching writing, accounts, book-keeping, the prin-'ciples of mathematics, and navigation, under the direction of a master, with a 'salary; another for teaching the English language according to the new or 'English method, under the direction of a master, with a salary; and a third for 'teaching white and coloured seam, and such other branches of education as are 'proper to be taught young women, under the direction of a schoolmistress, with 'a salary.' It appears that these schools were established accordingly during the course of the year.

These schools seem to have gone on together until 1835. At that date the population within the Parliamentary boundaries of the burgh amounted to up-

wards of 5000. The old grammar school was then in a very bad state. The site was such that it was liable to frequent inundation. The lower class-rooms were sometimes three feet deep in water, and the scholars were occasionally prevented from attending it for weeks at a time. There appears to have been a considerable educational enthusiasm about this period in Banff, and an association for the erection of an infant school had been established, which had raised funds to the extent of £132, 6s. 7d., and had a Government grant of £100 for this purpose. Banff Academy.

In February 1835, the Magistrates came into possession of £6567, 16s. 1d., which had been bequeathed to them by a Mr. Wilson of Granada, to be laid out as a charitable fund in the best manner possible. This they resolved to apply to educational purposes, and to found an institution which should afford accommodation for the grammar-school teachers, and also with concurrence of the Infant-School Association, for that school also. Accordingly, they procured an Act of Parliament, whereby they were enabled to purchase a considerable portion of the minister's glebe, on the payment of an annual feu-duty to the amount of £20. This feu-duty the Town Council, as patrons of the grammar school, agreed to pay; and they also agreed to continue the salaries paid by them to the grammar-school teachers. In addition to the infant and grammar schools, it was resolved that there should be a Madras school established intermediate between these two, into which children should be transferred from the infant school and taught on the Madras or Mutual Instruction system.[1] It was originally intended that these two departments (Infant and Madras) should be gratuitous, and also that selected pupils from them should be promoted to the grammar school.

The scheme was adopted. An admirable building, divided into Infant, Madras, and Grammar-school class-rooms, was erected, and along with the school property generally, was vested in the Magistrates of Banff, as trustees for the Wilson Bequest, and they are taken bound to keep the building in repair. The Town Council, by minute of arrangement between them and the Magistrates, dated 11th February 1836, have the use of that part of the building appropriated to the grammar school, and they retain in their own hands the patronage and control of the grammar school, with all the usual powers of burgh school managers. The trustees of the bequest have the management of the infant and Madras schools. Constitution and Management.

The site of the school is excellent. The buildings, including a museum, which was part of the original scheme, cost, in round numbers, £4500, and, as far as the structure goes, are admirably suited for a first-rate burgh school. The furniture is suitable, and in the school it was considered that there was not much difficulty in getting repairs executed. Some of the Magistrates, however, expressed fears that the financial condition of the burgh funds did not admit of much expenditure, and that the bequest was swallowed up by the erection of the buildings. At present there seems no want of repairs, as the buildings were in a good state. There is accommodation in the building for 690 scholars, of which 502 is the grammar-school proportion. Building.

The salary paid to the teacher of the Infant and Madras Schools is £70, and he has an excellent dwelling-house. Finance.

The salary paid by the Town Council to the Rector amounts to	£81	0	0
His fees to	84	0	0
Parliamentary Grant, ...	25	0	0
Together,	£190	0	0
Out of which he pays his proportion of salary to assistant, .	21	0	0
Net Income, out of which he pays house rent,	£169	0	0
The Town Council pay the English teacher, . .	£39	0	0
His fees amount to	50	0	0
	£89	0	0
He pays his proportion of salary to assistant, . . .	23	0	0
Net Income,	£66	0	0

[1] *History of Madras System of Education, cf.* p. 63.

Banff Academy.

In answer to the question, 'What difficulties, if any, do you find in the discharge of your duty?' The rector writes as follows:—'The teachers in this school are miserably remunerated. They are not only relatively, but absolutely, poorer than the teachers in parish schools in the surrounding counties, while their expenses are much greater. This not only lowers our social position, and produces discontent, but it has a directly injurious effect upon our efficiency. Its tendency is obviously disheartening; it lowers our influence over our pupils, and disables us from buying books. It induces us to catch at extraneous offices to enable us to maintain our families, and this brings us into collision with rival schools.' The parish schools in these counties are worth, in round numbers, from £150 to £200 a year, together with a good dwelling-house; and, as we have already said, the teacher of the infant and Madras schools in this institution draws a salary of £70 per annum, and has an excellent dwelling-house.

The fees at this school were lower than those at some of the other schools visited.

			s.	d.
Latin and Greek,			7	6
Mathematics, Physics, Mensuration, and Surveying,			5	0
Arithmetic,			2	0
		s. d.		
English	Reading,	2 0		
	Grammar, Geography,	0 6		
	Literature, Composition,	1 0		
			3	6
Writing,			1	0
			19	0

The seniors, however, who learn mathematics, do not, generally speaking, attend writing and arithmetic. For them, therefore, 3s. per quarter (writing 1s., arithmetic, 2s.) must be deducted, leaving a rate of 16s. a quarter for the full course.

The juniors attend writing and arithmetic, but do not attend either mathematics or English literature and composition. Deduct, therefore, 6s. from their rate (mathematics 5s., literature and composition, 1s.), and there remains a fee of 13s. per quarter to be paid by the juniors.

Thus the total education of a boy at the Banff Grammar School will be—

Commercial education for eight years—			
4 years at £2, 12s. per annum,	£10	8	0
,, ,, £3, 4s. per annum,	12	16	0
	£23	4	0
Education for University, two years more, at £3,	6	0	0
	£29	4	0

This, of course, is only an approximation, as there is no absolute uniformity in the number of classes attended by each scholar.

Bursaries.

In connexion with this, attention has to be drawn to the fact that, in addition to the endowment, £4500 of which has been expended on the building of this institution, and the annual salary of £70 per annum paid to the teacher in the infant and Madras departments, there are two considerable funds, the annual interest of which is expended on bursaries and prizes. One of these sums may amount to about £2000, the other to about £600. The interest of the first is divided among 26 or 29 bursars, in the following proportions:—

1. Town's Bursaries, tenable for four years.—Three boys, who each receive education free of charge, and a sum of £2, 10s. These three boys are nominated by the Town Council, and have to undergo no examination.

2. Heritors' Bursaries, tenable for five years.—Ten boys, for whose education the teacher receives £20 in lieu of fees. These bursars are appointed by a committee, consisting of the Provost of Banff, the Established minister, and the rector, after an examination.

3. Watt's Bursaries, the time of tenure not limited, and the number of bursars

not fixed, but usually nine in number.—The money is derived from the interest of £360. The bursars are appointed by the Town Council; at present there are six holders of these bursaries.

4. Cruickshanks' Bursaries, tenable for five years.—Three boys, who receive the interest of £200, and pay their own school fees. They are appointed by the Kirk-session of Banff.

5. Stewart's Bursary.—One boy, who receives the interest of £600 for nine years, five of which he is expected to spend at school, and four at college. The revenue for last year was £22. This bursar is nominated by the Established Church Presbytery of Fordyce.

6. Watson's Bursary.—One boy, who receives his education, and a sum of £2, 15s. 8d. yearly. He is nominated by the Kirk-session of Banff, and the Kirk-session pay 8s. 4d. per annum for fees. The attendance of the holder of this bursary is reported as very irregular. He had only been four times at school since the summer vacation, when the school was visited on the 20th of November. This bursary is confined to families connected with the founder.

7. Robinson's Bursary.—One boy, who receives £2, 10s. yearly, out of which he pays for his own education. This bursary is in the gift of the eldest member of the Robinson family.

8. There is also another bursary, held by one boy, who receives the annual interest of £150, and pays the ordinary fees. This bursary is administered by the clergyman of the Episcopal Church.

There are in all 26 bursars, receiving (including £6, 14s. 4d. as value of education for four) £91, 16s. 6d.

The following list shows the ages, denominations, and parents' occupations of the present holders of these bursaries. It is satisfactory, inasmuch as it shows that these bursaries are distributed among the humbler and poorer classes, and that they are given on the whole indiscriminately among the different denominations.

1. Town's Bursaries.

No.	*Age.*	*Religion Professed.*	*Occupation of Parents.*
1	12	Estab. Church.	Father dead. Mother servant.
2	13	Free „	Father dead. Mother keeps lodgings.
3	14	Estab. „	Journeyman wright.

2. Heritors' Bursaries.

1	12	Free Church.	Father dead. Mother keeps lodgings.
2	12	Indep. „	Father in Australia. Lives with grandfather.
3	12	Free „	Gardener.
4	12	Estab. „	Journeyman wright.
5	11	Estab. „	Illegitimate. Father farmer, mother small shopkeeper.
6	11	Free „	Carter.
7	13	Indep. „	Mate of vessel.
8	12	Estab. „	Foundry workman.
9	8	Free „	Farm-servant.
10	Vacant. To be filled up in a day or two.		

3. Watt's Bursaries.

1	13	Estab. Church.	Farmer.
2	12	Methodist.	Working tailor.
3	11	Estab. Church.	Father and mother dead. Remains in family who were hired to nurse him.
4	12	Free „	Coachbuilder, small master.
5	12	Free „	Sailor.
6	10	Free „	Slater.

Banff Academy.

4. Cruickshanks' Bursaries.

No.	*Age.*	*Religion Professed.*	*Occupation of Parents.*
1	11	Estab. Church.	Shoemaker, working.
2	12	Estab. „	Father dead. Mother keeps lodgings.
3	Vacant		

5. Stewart's Bursary.

1	18	Estab. Church.	Crofter.

6. Watson's Bursary.

1	12	Free Church.	Father dead. Mother on charitable fund.

7. Robinson's Bursary.

1	9	Free Church.	Shoemaker.

8. Bursary in hands of Episcopal Minister.

1	11	Episc. Church.	Shoemaker.

The attendance of these bursars is, on the whole, not unsatisfactory. On the present rector's appointment, he found their attendance far from good. Some came at intervals, merely to secure the money value. Now, the attendance is much better, though still 5 out of the 25 were more irregular than the average in the school.

In addition to this £2000 sunk in bursaries, there is about £600 sunk for prizes, and the interest of which is devoted annually. The principal are—

1. Cruickshanks' Prize Fund.—A sum of money, amounting to £56, is invested for this fund, the interest whereof is applied for the purpose of distributing prizes annually. The examiners are the Presbytery of Fordyce.

2. Infirmary Prize Fund.—This fund amounts to £400, the interest of which is thus distributed:—£10 goes to the teachers; £5 to one prize boy in the rector's class, under eighteen years of age, who shall have attended the academy for a certain number of years, and shall be of good and irreproachable character; £2, 10s. in a prize for proficiency in mathematics; and the balance in miscellaneous prizes. The examiners are the Presbytery of Fordyce.

3. Sheriff Currie's Medal.—A sum of £50, the interest of which to be applied in the purchase of a silver medal, as a prize to the dux of the senior class in the rector's department of the academy.

4. Mr. John Watt's Prize.—£89, 5s., to be invested, and the interest, amounting to £3, 6s. 6d. annually, to be expended in a prize for a knowledge of the evidences of the gospel dispensation. The examiners are the Presbytery of Fordyce.

Upon this school, therefore, there is about £4500 sunk in the building, £2000 in bursaries, £600 in prizes; or £7100 upon the building and the scholars.

Teachers.

The infant school was opened with the rest of the institution in 1838. The present teacher and his wife were appointed teachers at that time. By minute of 19th December 1837, they were appointed for a period of one year; three months' notice given by either the trustees or teachers to terminate the agreement; salary to be £50, paid half-yearly, and the teachers were to devote their whole time to the school. The teacher's wife died about eight year ago, and

no other mistress has been appointed. The Established Presbytery of Fordyce have examined this school regularly, and, until 1861, it was examined and reported upon by H. M. Inspectors, at which time, owing to the fact that the teacher of the infant department was not certificated, the official inspection ceased. Banff Academy.

The Madras school was opened at the same date. A teacher distinct from the infant-school teacher was appointed on the same tenure, and with the same salary, £50 paid half-yearly. In 1854, on a vacancy occurring, the teacher of the infant school was appointed, and he was to teach both the infant and Madras schools—giving his personal attendance for two hours daily in the infant school, and in the Madras, three hours daily in winter and four in summer. His salary was to be increased to £70 for both schools, and his tenure to be the same as formerly. The fees in the infant school to be 1d. a week, in the Madras school, according to the circumstances of the parents, but those fees were to go to the trustees, and not to the teacher.

In the Grammar School, which, it must be borne in mind, is quite distinct from the Infant and Madras Schools, there are three masters,—a rector, an English master, and a third master,—paid by the rector and English master, and appointed by them, subject to the approval of the Town Council. By minute of the Town Council, the rector is bound to take charge of the classical and mathematical departments; the English master of the senior English department; and the third master of the junior English and commercial departments. It is also directed that each master shall keep an attendance roll, 'to be called twice 'a day, and absentees are to be marked and reported to the rector, who shall 'ascertain the cause of absence, and act accordingly.' So far as we could discover, the rector's special superintendence was limited to this report on absentees, and even that was somewhat in abeyance. The present rector was appointed in 1856, had been educated at Glasgow University, and had a Government certificate. He belonged to the Established Church. The English teacher also belonged to the Established Church; the third master belonged to the Free Church.

The parents of the scholars attending the Grammar School belonged to all ranks of the middle-class, and some of the lower class. Sitting together we found sons of merchants, shopkeepers, professional men, tradesmen, sailors, and labourers. The average age at which they come to the school was given as seven, and the average age at which they leave as fifteen, making a complete course of eight years. This represents the commercial course, and about 25 boys on an average complete it in each year. In addition to these, a few, generally about four each year, who are going to compete for bursaries at Aberdeen, or who are going to some other university, remain until they are seventeen or eighteen years of age. Scholars.

In the following report upon our examination of this institution, attention must be called to the difference between the Infant and Madras Schools on the one hand, and the Grammar School upon the other. The management is different, the teachers are different, and the scholars are different. The schools are held in the same building, but in other respects they are distinct. In any judgment, therefore, that may be formed upon these schools, it is desirable that there should be a clear line of demarcation drawn between them. Examinations.

In the Infant and Madras Schools, when we visited the institution, we found in the infant department—a large, cold room, with accommodation for about 100 —an attendance of 31 unhappy looking children. On this day there were no pupils in the Madras school; they had gone, the teacher said, to breakfast. On the second day, in the Madras school—a building thirty feet square, lofty, and well ventilated, a room that would have made an admirable lecture-room in any university—we found five ragged boys, ages eight to fourteen, who seemed bewildered and scared by being in a school, and four girls, ages seven to ten, who were not much better; of these, only one boy could even attempt to read a verse of the New Testament; he could not spell the simplest word, nor do the simplest sum in arithmetic; but he had spent some years in the infant school, and had been nominally two years at this. The other four could Infant and Madras Schools.

Banff Academy.

not read, could not spell, and could barely write down figures. It would almost seem as if they had never been within a school building till that day, but might have been caught wild from the streets to make a show. Of the girls, three could read with great difficulty, but could neither spell nor do arithmetic, the fourth could no nothing. The offices connected with this school and the infant school were abominably filthy. Their condition could hardly fail to spread disease. Attention had been drawn to this in the last report by H. M. Inspector, of date 1861. It was not therefore accidental. The teacher of these two schools has an excellent dwelling-house in addition to his salary of £70 per annum. The other teachers in the institution have no dwelling-house.

Grammar School.

The Grammar School consisted of three rooms—the rector's, English master's, and arithmetic master's—and had accommodation for 502 scholars. There were in attendance when we visited the school 134 boys and 2 girls, of whom 11 were under twelve years of age, and 6 were above sixteen.

Classical Department.—In this department there were five classes in Latin, with 38 scholars; and two in Greek, with 12. In the highest Latin class there were 7 present from thirteen to eighteen years of age. They were examined in the first book of the *Æneid*, and their translation, parsing, and general knowledge of the subject were all good. Their acquaintance with the mythological and historical allusions, showed that the teaching was not confined to words and grammar. They were afterwards examined in a passage from Livy (Book II., chapter 64), which they had not seen before, and four of them did remarkably well. Four also of this class wrote a piece of Latin prose, one did a very good exercise; one did fairly, with one error; one indifferently, with two errors and one omission; and one did badly, with inelegant Latin and several parts omitted.

The highest class in Greek, 4 in number, were reading the First Book of the *Iliad*. They were examined on the lesson of a previous day, and did well both in translation and grammar.

Mathematical Department.—1. Arithmetic. The lowest class, of 17 boys, from eight to twelve years of age, did sums in simple addition and multiplication. They were all very slow, and only four were correct in multiplication. The second class, of 16 pupils, from ten to thirteen years of age, did their work in compound addition much more correctly. The third class of 20, from thirteen to fifteen years of age, in compound proportion were mostly right, but did their work slowly. In addition and multiplication of fractions, two were right, eighteen were wrong.

2. *Euclid and Algebra.*—There were 10 boys present, from thirteen to eighteen years of age. To each of these was set a different proposition in the first book of Euclid. Six were right and four were wrong. Only eight of the ten were examined in Algebra. Of these, seven had gone as far as simple equations; the eighth was much further advanced. All did correctly the work that was set to them, and the most advanced gave decided promise of becoming an excellent mathematician.

Result.—In the Lower department the work was slow and listless. There seemed a want of energy in the teaching, and all the examples were given by the teacher from books. In the Upper department the progress was satisfactory.

English Department.—This department is under Government inspection. We subjoin the last report of Her Majesty's Inspector:—'I have again to report 'favourably of this institution, in which both the lower and more advanced sub- 'jects are taught with very creditable skill and success. The deficiency in spelling 'noted last visit has been this year remedied. The arithmetic of the third 'standard is the only weak point requiring to be noticed. I thought the reading 'books of the junior classes too difficult. The classical and mathematical teaching 'is sound and well advanced, and quite worthy of the reputation the institution 'has long held.'

Presented.	*Passed in Reading.*	*Passed in Writing.*	*Passed in Arithmetic.*
93	81	83	68

We gave for dictation an ordinary piece of English prose. Nine wrote, ages eleven to seventeen. The following is the result:— Banff Academy.

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	2	Good, . .	4
2	2	Fair, . .	3
4	3	Indifferent, .	1
6	2	Bad, . . .	1
	9		9

It is worthy of observation that there is no modern language class in this school, and that the senior mathematical class was not prepared to be examined in any but the first book of Euclid.

General impression of whole School.—While separate branches and individual cases were satisfactory, an impression was left on our minds that there was a want of order and system in the school. The masters did not seem to work quite harmoniously together, neither was there a decided want of harmony. There was no defined authority, neither was there complete independence. The arrangements were confused, and matters were not quite healthy either inside or outside the school. It was painful to notice that a feeling of discontent existed in the public mind, which was shown by the almost total withdrawal of Free Church children from the Burgh School, and the establishment of a Free Church school greatly to the detriment of the institution. In answer to question 1 in the Particulars of Inquiry, the rector of the Grammar School writes,—'A Free Church 'school has been opened, which has reduced our attendance (from 180 to 200) to '136.' That sectarian feeling, which appears to run very high in Banff, had something to do with the comparative want of success of the institution, there can be no doubt. But sectarianism alone will not account for the evident dissatisfaction that existed. The state of the Infant and Madras schools was obviously faulty. The great expenditure of money, with such inadequate results, was not satisfactory; the general management, or want of management, both outside and inside the school, was not satisfactory. In short, considering the amount of wealth left for educational purposes to the burgh, and the various advantages which were offered to it in the same cause, this school was not doing efficient work. This, however, in the Grammar School at least, is attributable to a variety of causes, and not to bad teaching. [S.] Remarks.

VI.—OLD ABERDEEN GRAMMAR SCHOOL.

Old Aberdeen Grammar School

Visited Nov. 23, 1866.

History.

The Grammar School of Old Aberdeen is, strictly speaking, a sessional school, connected with the Kirk-session of Old Machar. It has existed from time immemorial, but beyond the notices in the books of the kirk-session, we have no traces of its early history. During the present century it has generally enjoyed a good reputation as a classical school, and has had masters of distinction—among others, the present rector of the New Grammar School of Aberdeen. On the other hand, it has occasionally been closed for want of scholars, and depends very much, not only for its prosperity but for its existence, on the head master.

Management.

The patrons are, as we have said, the kirk-session of Old Machar. They really, however, have little or nothing to do with the school, and it is as session-clerk and not as schoolmaster that they pay the teacher a salary. They elect him to the former office, and allow him in addition to teach their school. They settle the fees, the subjects to be taught, the holidays, and the hours of teaching. They also give the building rent free, but all repairs are done at the master's expense.

Buildings.

The buildings are of a very modest description, with a small playground. The rooms, two in number, are capable of accommodating 91 scholars. One of them only was in use at the time of our visit.

Finance.

There is no salary attached to the office of schoolmaster as such, but as session-clerk he receives £90, and the fees of the school. They are £2, 2s. a year for all the branches taught, are payable quarterly in advance, and amount to about £60, so that the total emoluments of the master are £150, but he has to pay a seventh of his salary as session-clerk to a former master, under whom the school had dwindled to nothing.

Teachers.

The teacher holds office, we believe, on the usual terms of a sessional schoolmaster, *i.e.*, either party may terminate the engagement on three months' notice. He has full authority in the conduct of the school, subject to the general arrangements made by the kirk-session. He has no retiring allowance. The present master is a graduate of Aberdeen, and a member of the Established Church. He was appointed to his office in 1864. Before his time it had been strictly a grammar school, in which only Latin and Greek were taught. On his appointment it was arranged that all the ordinary branches of an English education should be added to the course. It still retains, however, its classical character; Latin and Greek being the basis of the course, to which mathematics and English have been added. It is made a condition on the admission of a boy, either that he begin Latin at once, or that he shall go on to study it as soon as he is of proper age. All this, it will be seen, is in accordance with the requirements of Aberdeen University, and the system of competition for its bursaries. At one time Latin and Greek were mainly, if not exclusively, the subjects of examination. The grammar-school course was then limited to classics; mathematics and English now enter into the competition at the University, and these have been added in the Grammar School. Not here only, but in all the northern schools connected with Aberdeen, both parochial and burgh, we found the school and the University working together, and the effect of it was excellent, both on the scholars and on the schoolmasters. It gave a definite aim to the teaching, and enabled the masters to concentrate their labour on a small but important number of subjects.

Organization.

Scholars.

The boys attending the school were of all classes. Few of them were very young; a number were under twelve, but the average age was thirteen or fourteen. The total number present was 32.

Three years constitute an ordinary course, because the school is rather preparatory for the University than one for a general education throughout. Nearly all the boys complete the school course, and nearly all of them go to college. Perhaps no other school of its size can boast of so many honours gained at Aberdeen University within the last three years, the period during which Mr. Grant has been head master. We subjoin a list of them :—

1864.—5 bursaries, namely, the 3d, 6th, 9th, 15th, and 35th, with three places in the order of merit. Old Aberdeen Grammar School.

1865.—10 bursaries, namely, the 4th, 8th, 10th, 15th, 22d, 23d, 31st, 33d, 36th, and 42d, with five places in the order of merit.

1866.—10 bursaries, namely, the 1st, 4th, 7th, 9th, 12th, 13th, 21st, 26th, 29th, 35th, with eight places in the order of merit.

In all, a school with about an average of 45 scholars gained in those years 25 bursaries.

At the time of our visit, there were present 32 boys, whom we examined in the different departments,—classics, mathematics, and English. Examinations.

Latin.—In the first or lowest class, there were 8 boys, from twelve to fourteen years of age. The majority had begun Latin with Mr. Grant, and had been studying it for about nine months. They were reading Chambers's *Course*, and in addition to their ordinary day's work, they prepared a new lesson that they had not previously seen. They did well. The highest class, 14 in number, from fourteen to eighteen years of age, were reading Cæsar and Livy. Four days every week, and one hour each of those days, they do a Latin exercise in the class. One hour a week they translate a passage that they have not seen before, from Latin into English. In both cases a dictionary is allowed. The translation of this class was accurate rather than elegant; the parsing was extremely good, and the answers to general questions on mere scholarship were always good.

There were exactly the same characteristics in the boys of the Greek class, who were reading Xenophon's *Anabasis*.

For a Latin exercise the following passage was set, and the boys were allowed the use of a dictionary:—'Harold had seized the advantage of a rising ground, 'and having likewise drawn some trenches to secure his flanks, he resolved to 'stand on the defensive. The men of Kent were placed in the van, a post which 'they had always claimed as their due; the Londoners guarded the standard, 'and the king himself, accompanied by his two valiant brothers, dismounting, 'placed himself at the head of his infantry, and expressed his resolution to con-'quer or to perish in the action.' Ten boys were selected for this exercise, and the time allowed them was three-quarters of an hour. The result was as follows:—

Seven exercises were good.

Two indifferent. One of these exercises was done by a boy who had been only a week at the school.

One scholar did not attempt the exercise. He was a country schoolmaster, who had recently joined the class.

The writing of more than half was good. In one case, where it was very bad, the boy had only lately joined the school.

In writing down the English that was dictated for this exercise, 3 boys had one error each; 6 were correct.

A mixed exercise was afterwards set to the upper boys, 14 in number,—on English grammar, arithmetic, the First Book of Euclid, and the simple rules in algebra. In the English grammar—

Three boys were good.

Three were fair.

Eight were indifferent or bad, but the writing and spelling throughout were generally good.

The arithmetic was well done, but the algebra, probably from want of time, was not attempted by any of the boys. Six boys tried the Euclid paper (a proposition from the First Book, and an original example depending on the First Book), of whom 4 succeeded in doing the proposition and the deduction, 1 in doing the proposition alone, and 1 failed in both.

In the junior English class, there were 22 boys, the youngest seven, and the oldest fifteen, the average age being from ten to fourteen. The reading was slow, and with a bad, dull accent and manner; but evidently the boys knew the substance and matter of their lesson. The parsing was simple and good. The arithmetic of this division was fair.

Altogether the school seemed admirably taught. One feature in it was the grouping of the school into few classes, and main divisions. There is perhaps no better test of a schoolmaster who has to teach all branches without a Remarks.

Old Aberdeen Grammar School.

staff of assistants than his power of doing this. The strong point of the school was classics, next mathematics, and last English. Perhaps an undue attention was given to the higher class. But in both classes or divisions (for there were only two), there was great interest shown in the work by all concerned. The boys, especially of the upper division, were very much in earnest, and, like the master, they had before them a precise and definite object, and put all minor points and excellencies out of sight. Perhaps too much so, for, as we have indicated, there was a want of elegance and refinement, or even of carefulness in reading, and in translation. There was a blunt and plain manner throughout on the part of the boys that did not probably arise from any spirit of rudeness, but was somewhat unpleasant to a stranger. [H.]

VII.—MONTROSE ACADEMY.

Montrose Academy.

Visited Nov. 26, 1866.

History.

It is not known when the Grammar School of Montrose was first established, but it has certainly been in existence for more than 300 years. There is a tradition, resting on disputed evidence, but stated as a fact by Tytler, that in 1329 Robert the Bruce presented it with a gift of 20s. Montrose is famous as being the first place in which Greek was taught in Scotland. In 1534, John Erskine of Dun brought with him, on returning from his travels, a Frenchman skilled in the Greek tongue, whom he settled in Montrose; and, upon his removal, he liberally encouraged others to come from France and succeed to his place. From this school, which M'Crie, in his *Life of Knox*, calls a private seminary, many Greek scholars proceeded, and the knowledge of the language was gradually diffused over the kingdom.[1] One of the earliest pupils at this school was Wishart the Martyr, who seems also to have acted as assistant to his master. It is said that he was driven into banishment in 1538, by the Bishop of Brechin (William Chisholme), for teaching his scholars the Greek Testament. It is probable that Knox was taught Greek by Wishart after the return of the latter from England, in 1544. The best known of the French teachers of Greek was Pierre de Marsiliers, and his most eminent scholar was Andrew Melville, who, after finishing his Latin course at the Grammar School, learned Greek for two years with Marsiliers. Melville afterwards went to the University of St. Andrews, where he introduced the study of Greek.

One of the masters of the Grammar School, in the early part of the next century was David Lindsay, who became Bishop of Brechin, and ultimately Bishop of Edinburgh. It was at his head, as the story runs, that Jenny Geddes flung her stool, in the High Church of Edinburgh, in 1637. More recently, the school can boast of Joseph Hume as its scholar, and of Sir James and Alexander Burnes. Before the beginning of the present century, the Grammar School was separate from the other public schools for the ordinary branches. In 1820, the present buildings were erected, mostly by private subscription, and all the schools collected under one institution, which received the name of the Academy. The Town Council appoint the masters, regulate the fees, holidays, etc., leaving each master as little fettered as possible in his own department. The rector, with an assistant, has charge of classics and mathematics. There is a master, with an assistant, for English; a master, with an assistant, for writing and arithmetic; a master of modern languages, and a drawing master. The rector is so only in name. He has no authority or control over the others. In any special cases, when it is necessary, he would serve as the natural medium of communication between the directors and the school.

Management.

Buildings.

The school buildings are commodious and good. They are capable of accommodating 729 scholars. The furniture and repairs are duly attended to by the Town Council. There is no common hall large enough for general meetings, and no covered shed for the children in wet weather.

Finance.

The financial condition of the school is as follows:—The rector has a salary from the burgh of £100, with the fees of his pupils. His assistant (once known as the doctor of the school) has an endowment of £50. The drawing and French masters have each a salary of £10 and fees. The other two masters depend entirely on their fees, out of which they have to pay their assistants, and one of them is burdened with a retiring allowance of £55 a year for his predecessor. To be more minute, the income of each master is as follows:—

Rector—Salary and fees, £220, out of which he pays his assistant £20, leaving a free income of	£200	0	0
English master—Fees, £370, out of which he pays an assistant £50, leaving a free income of	320	0	0
French and German master—Salary and fees, . . .	130	0	0
Writing and Arithmetic master—Fees, £260, out of which he pays his predecessor £55, and an assistant £50, leaving a free income of	155	0	0

[1] M'Crie's *Life of Knox*, p. 3, and of *Melville*, p. 5.

Montrose Academy.

Besides salaries to the masters, past and present, amounting to the Town Council, for the financial year ending September 1866, expended the following sums :—	£150	10	0
Donation to Female Teacher,	5	5	0
Prizes,	12	14	7
Advertising,	6	1	3
Water and Gas,	1	1	9
Repairs,	34	18	2½
Miscellaneous,	0	5	3
In all,	£210	16	0½

Bursaries.

There are eight valuable bursaries in the academy, entitled the Erskine Endowment. Mr. Erskine of Jamaica left lands to endow the rector's assistant with £50, and to give a free education in Latin, and a bursary of £18 to each of eight boys who were poor and orphans. The patronage of this fund is in the hands of the Provost. All manner of interest is used to get these bursaries. Poverty is generally attended to, but not always. The educational part of the bursary is the least valued, we were told, the attendance in the Latin class being rather a penalty than a privilege attached to it. The bursaries are tenable four or five years. It seemed the opinion of the teachers that more might be made of them, if they were duly advertised, and thrown open to competition, and if the successful candidates were made to attend a complete course of study. For the last six years a bursary has also been given annually to a deserving boy intending to proceed to college. This, however, is not a permanent endowment. Besides these bursaries, the Angus Club give annually a silver medal for the best Latin scholar, and twelve or fourteen books, as prizes in the different departments of the whole school. There are a few other prizes, founded by Sir James Duke and others.

The cost of education is a matter of some difficulty to determine. There is no fee for a general course. English is 7s. 6d. a quarter; writing and arithmetic together, 7s. 6d.; Latin is 7s. 6d., or with Greek, 10s. 6d. a quarter; and French and German are 10s. 6d., if taken separately, or together, 15s. Mathematics is 7s. 6d., and drawing 7s. 6d. We offer the following as an approximation to the truth :—For the first two years (with English alone), £1, 10s. a year; for the third and fourth years (with English, writing, and arithmetic), £3 a year; for the fifth and sixth years (English, writing, arithmetic, and French), £5, 2s. a year; and with mathematics or classics in addition, £6, 12s. a year. The cost to the burgh is about 15s. 6d. a head.

Teachers.

The masters conceive that they hold their appointments *ad vitam aut culpam*. Originally, each master is appointed for two years on trial, but nothing is ever heard afterwards of this special contract. There is no provision made by law for a retiring allowance for any of the masters, but the practice has been to give retiring allowances. The late writing master has an allowance of £30 from the Town Council; but his successor suffers, as he, in consequence, receives no salary. The electors seem to exercise their patronage, irrespective, in the main, of church distinctions. Thus the rector and the English masters are members of the Free Church; the writing and drawing masters, of the Established Church.

Scholars.

At the time of our visit, on the 26th of November, there were, in all the departments, 160 boys and 110 girls on the roll, and in attendance 158 boys and 97 girls. They represented all classes of the community—ministers, doctors, lawyers, farmers, shopkeepers, and some of a lower degree. There is no prescribed curriculum that they follow, but each parent selects the classes that he pleases. A commercial course is that which is generally preferred. Most of the pupils remain six or seven years at school, and the boys leave it, when they are done, for offices and places of business. Not more than two or three, at the most, go each year to any college. The school, therefore, shows but a small list of University honours. Within the last six years there have been two bursaries gained at Aberdeen, and two at St. Andrews.

Examinations.

The *Classical Department* is under the rector and an assistant. The rector was appointed in 1852. The numbers in attendance on the day of our visit were

58 boys and 5 girls. These were divided into four classes for Latin, and one for Greek. Montrose Academy.

The first and second Latin classes are taught for two hours a day each, but during one of these hours they are together with their master. The same arrangement prevails with the third and fourth classes. Greek pupils have half an hour a day. The third class, 12 boys and 3 girls, from thirteen to fourteen years of age, were reading Cæsar. They call for no special remark. They did their work neither well nor badly. The translation was pretty good, but the parsing unsatisfactory; and in translating an easy passage of English into Latin, 2 only were good—a boy and a girl. There were only 4 boys present in the fourth class, from fifteen to sixteen. They were reading the Second Book of Virgil's *Æneid*. The parsing and translation were fair. They could not stand the test of translating a passage from English into Latin. Two, that were passable, made very bad blunders—'vinciret' for 'vinceret,' 'moriret' for 'moreretur.' The Greek class consisted only of 2 boys; their grammar was not accurate, and they did not profess to know anything beyond it. It was evident that classics was not a favourite study in the school. The master complained that it was decreasing every year, and that little value comparatively was put upon it by either parents or boys. Very few of the latter look forward to a University course. The master, therefore, has not that encouragement to make them classical scholars that teachers have in schools more closely connected with some University. Montrose has no University near enough to exercise much influence on it; and we found that in it and the other burghs of the district—Brechin, Forfar, Arbroath—the masters of the grammar school had very uphill work to keep together even a handful of scholars.

The Mathematical Department is also under the rector. There were in it 18 boys, learning the higher parts of arithmetic, with Euclid and algebra. The result of a short written examination was as follows:—

In arithmetic, 2 were right in all the three questions set.
,, 2 were right in two of the questions.
,, 4 were right in one ,, ,,
,, 10 failed in all, or did not attempt them.

The Euclid and algebra class was composed of 2 boys. They answered the algebra questions in multiplication and division, but did not succeed with a proposition from the First Book of Euclid.

Modern Language Department.—In this department there were three French and two German classes. In the French classes, there were 23 boys and 32 girls, all over twelve years of age. We were unfortunate in not seeing the highest French, or either of the German classes, which had been dismissed before our arrival at the school. We examined one of the French classes, composed of 14 girls and 17 boys, from twelve to fifteen years of age. They had been five months in French, one hour a day. They were examined in the lesson of the day, from Carron's French class-books. This was done in an unsatisfactory way. The scholars were careless. They answered some grammatical questions in writing, viz., the plural of six words, the feminines of seven, and the present subjunctive of 'avoir.' Some of them did well. Two were fair, 8 very moderate, the rest indifferent and bad. The girls did rather better than the boys, but there was too much disorder for very efficient work to be done. The highest class attend also one hour a day. They are taught to write commercial letters.

This is the first school that we have visited in which the French master has a recognised position as one of the burgh-school teachers appointed by the Town Council, and enjoys an *ad vitam aut culpam* tenure.

English Department.—In this department there were 155 boys and 105 girls on the roll. There were present on the day of examination 146 boys and 95 girls. There are five classes, each with two divisions in reading; four classes in grammar and geography; and three in history and composition. The ages are from six to sixteen. The teacher has no salary. His class-room is kept in repair, and he makes what he can of the fees. At present he makes £370, out of which he pays an assistant £50. The present master was appointed in 1864, and was educated in the Free Church Normal School, and the University of Edinburgh. The numbers have increased greatly since he came.

We examined a few of the classes. The first division of the second class was

Montrose Academy.

composed of 9 girls and 24 boys, from nine to twelve years of age. Their reading and spelling of Nelson's *Junior Reader* were good, but ordinary familiar words were not well spelled.

The second highest class were examined orally in geography and history. In both they did well. From the same class, 5 boys and 5 girls at the top wrote an account either of the reign of Rufus or of his death. All the rest, 17 girls and 13 boys, wrote from dictation, and twenty of their papers were selected at random. The result was as follows :—

Exercise of the 5 boys and 5 girls—ages, twelve to thirteen. Full number of marks, 200.

1 girl,	50 marks	—exercise good.	
2 girls,	45 and 40	,,	,, fair.
1 girl and 1 boy,	35	,,	,, moderate.
1 girl and 3 boys,	20	,,	,, indifferent.
1 boy,	5	,,	,, bad.

The dictation was an easy bit from Collier's *History*. Of the 10 girls, 7 made no mistakes, 1 made one mistake, and 2 made two mistakes. The writing of 3 of the girls was good, and of 7 it was fair. Of the 10 boys, 4 had no mistakes, 2 had one, 2 had two mistakes, 1 had six, and another eight. The writing of only 1 was good, of 4 fair, of 5 indifferent and bad.

On the whole, the appearance of this department was good. The highest class could not be examined, as it was engaged elsewhere ; but from what we saw of the rest of the classes, we were satisfied that attention was paid to the whole of them.

Remarks.

There is somehow or other a want of adaptation in the school. The departments do not fit into each other. There is a rector without authortiy, and independent masters with separate interests. The results of the teaching cannot be called satisfactory. Classics do not occupy a prominent place, and nothing else has been substituted in the way of sound and systematic training. Mathematics are indifferently taught, so also are modern languages. The English department has the most life and energy. [H.]

VIII.—FORFAR BURGH SCHOOL.

Forfar Burgh School.

Visited Nov. 27, 1866.

History. Constitution and Management. Buildings.

We were unable to get any satisfactory history of this school. The interest taken in it appears slight, and beyond the facts, that a burgh school was erected in 1789, sold in 1816 for £80, and the present one erected in that year, we could get no information of any value from the Town-Clerk. It is managed entirely by the Town Council. It is worthy of notice that the master considers that this body constitutes a good board of management, as they represent the feeling of the town, and leave him very much to direct the internal affairs of the school, and do not interfere with him.

The buildings and site of school are satisfactory, and the former have accommodation for 300 scholars, but the playground is small, and not in turf. It is about 150 yards square, surrounding the school.

Finance.

As to the finance of the school, there is a slight discrepancy. The Town-Clerk returns the head master's salary as £100 per annum; the master as £90 per annum. Both agree that out of his gross income he has to pay two assistants at the rate of £70 and £30 per annum. The fees amount to about £220 per annum. Taking the teacher's statement as correct, he has a gross income of £310 per annum, out of which he pays two assistants £100, leaving him £210 per annum. He has no dwelling-house. There is no endowment connected with the school, and there are no bursaries. The Angus Club gives a medal annually to the best Latin scholar. This is decided by the marks of class places by *viva voce* examination, comprising translations from English into Latin, and from Latin into English, and some grammatical questions. The master decides, and in cases of doubt refers to the parochial or some other master. The fees do not vary much from those in ordinary burgh schools. They are paid at the end of each quarter, and at the following rates:—Latin, 5s. and 6s. 6d.; French, 4s.; German, 5s.; English, 4s., geography, 1s., grammar, 1s.=6s.; writing and arithmetic, 1s. each; mathematics, 1s. 6d. The pupils come to the school at the age of six, and leave at fourteen, on an average. Not more than 12 complete this course annually.

The highest education given here would comprise—	*s.*	*d.*
English, including geography and grammar, . .	6	0
Latin, ...	6	6
French, ...	4	0
Arithmetic and Mathematics, ...	2	6
	19	0

Or £3, 16s. per annum.

Practically, however, a boy who is pretty far advanced in Latin gives up English, and may attend mathematics alone, and give up arithmetic. In that case he would pay only 12s. per quarter, or £2, 8s. per annum. In the younger classes a boy would attend only

	s.	*d.*	
English and geography, . . .	5	0	
Writing, 1s., arithmetic 1s., . . .	2	0	
	7	0	per qr.

Or £1, 8s. per annum.

Teachers.

The head master was educated at Glasgow University, but had not graduated, and was appointed on the recommendation of some one in whose opinion the Town Council had confidence, and without either examination or advertisement. There was no special contract. He was appointed in 1852, for so many years certain; these have expired, and no new contract has been made. He is rector, and manages the school, and appoints his assistants, with the sanction of the Town Council, and pays them out of his salary and fees. No regular register is kept—simply a record of the ages and attendances, and places in the class when marking for prizes commences. All the masters belong to the Established Church.

Forfar Burgh School.

Scholars.

In this school there were boys of all social grades. In one class there were the sons of the provost, the postmaster, the late provost, a draper, writer, farmer, cattle-dealer, photographer, ironmonger, grocer, baker, shoemaker, engine-driver, druggist, and gas-manager standing up together. They leave about fourteen, either to follow their fathers' trades or professions, or they get into offices and counting-houses belonging to manufacturers. Since the introduction of machine instead of handloom weaving, there has been an increased demand for well-educated boys to keep the books and carry on the office work. The result is, that almost none care to go to the universities. Not one has gone from this school within the last five years; one went to Merchiston School, and two to a school in England. The taste for classics is certainly not gaining ground, but commercial education has become the fashion.

Organization.

There is no fixed curriculum. It is impossible, we were told, to insist upon a curriculum being established in a country school; indeed, it is not even possible to assign any time at which the scholars must begin Latin.

Examinations.

There were on the roll 107 boys and 84 girls, and in attendance 94 boys and 75 girls.

English Department.—In this department there were six classes; of these the fourth was examined *viva voce*, and a certain number, taken indiscriminately from the highest class, wrote from dictation.

In the fourth class there were present 24 boys and 17 girls, ages eight to twelve. The reading could not be considered above fair—spelling (easy words), fair; grammar (simple), good; geography (Scotland), very fair.

In the highest class there were 38 present; 22 were boys, and 16 girls, between twelve and sixteen, and 7 taken at random were selected to write. The master read a short passage from the newspaper of the day. The papers were written with pencil. Result—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	0	Good, . . .	3
1	4		
2	1	Fair, . . .	2
3	1	Indifferent, . .	2
4	1		
	7		7

This piece was done very quickly, and the scholars seemed accustomed to dictation.

Classics.—Four classes in Latin, with 43 boys and 3 girls on the roll, ages from ten to fourteen. Highest class, 2 boys. They did a short version—one did it fairly, the other very poorly, but neither of them was anywhere near the Aberdeen standard. They also did on paper a few easy questions in grammar, in which one was nearly correct, the other poor. They then translated the Sixth Ode of the Second Book of Horace, and did it fairly. There was no Greek class.

French.—Two classes in French; 35 on the roll. In the highest class 10 were present, 6 boys and 4 girls. They were first examined orally, and did well; translated, parsed, and answered in French some questions which were put to them correctly and easily, and seemed to like the work. The four girls translated into French the same piece as the boys did into Latin, and answered grammatical questions. Out of 200 marks, they got respectively 114, 100, 96, 60, and on the whole did the questions creditably.

Arithmetic and Mathematics.—There are three classes in arithmetic, and two in mathematics. In the highest class there were present 17 boys and 8 girls, ages eleven and fourteen. After doing some questions on the board, they got—

1.	Sum in practice, . . .	correct,	3	boys,	3	girls.
2.	,, vulgar fractions . .	,,	10	,,	8	,,
3.	,, ,, . .	,,	14	,,	8	,,
4.	,, decimals, . . .	,,	14	,,	7	,,
5.	,, ,, . . .	,,	11	,,	2	,,
6.	,, ,, . . .	,,	12	,,	8	,,
7.	,, compound proportion, .	,,	8	,,	5	,,

Seven were learning Euclid, and had got as far as the 15th proposition of Book I. They were told to write out the 9th proposition,—5 were correct, 1 nearly, 1 failed. Forfar Burgh School.

Younger Class.—Addition, multiplication, and division,—simple rules—done on board. The work was quickly and accurately done.

This school gives a very fair education, so far as it goes. The arithmetic and modern languages are the strong points. [S.] Remarks.

Brechin Burgh School.

Visited Nov. 28, 1866.

History.

IX.—BRECHIN BURGH SCHOOL.

The Grammar School of Brechin was established long before the Town-Council records, which begin in 1672. It originated with the Hospital or Maison Dieu. This hospital was founded in 1264 by Sir William of Brechin, grandson of David Earl of Huntingdon, who was brother of William the Lion. It was supported by the revenues of certain lands in the parish, for which the chaplain and poor of the said house were not to pay anything 'except only due and devout prayers 'and orisons.' These prayers and orisons were, more especially, for the safety and good estate of William and Alexander, kings of Scotland; of Lord Henry (the father of the founder), and Juliana his mother, and of his own soul, the souls of all his predecessors and successors, and the souls, finally, of all the dead in the faith. The founder bound himself, his heirs and successors, to protect the revenues, and reserved to himself and his successors the sole power of presenting the master to the house.

From a very early period, we cannot say how early, the office of teacher of youth was generally combined with that of chaplain; but even after this came to be the usual custom, cases seem to have occurred in which the holder of the preceptory was merely chaplain, and had no duties as a teacher. The first person who formally assumed the title of rector of the Grammar School was Alexander Hog, in 1485. At that time the presentation was in the gift of the Duke of Ross, son of James III. His right to the presentation to the preceptory of Maison Dieu was disputed, but confirmed by the Crown. In the enactment confirming his right and settling the matter in dispute, the king's lieges are warned 'that none of them take upon hand to make any 'manner of persecution or following of the said matter at the Court of Rome, 'since it pertains to lay patronage.' Subsequently, in 1634, the lordship of Brechin was purchased by Sir Patrick Maule, and the presentation to the preceptory fell as part of his purchase into his hands.

This date, 1634, is important in the history of the Grammar School, for, by a special arrangement, the emoluments of the preceptory were attached for all time coming to the joint office of schoolmaster and chaplain. A person of the name of Alexander Norrie then held the preceptory. At his own expense he had executed considerable repairs in the chapel, but agreed to give up to Sir Patrick Maule any claims that he might have in consequence, on condition that Sir Patrick would apply the funds and rents of the preceptory to the maintenance of the schoolmaster of Brechin, and of a second minister there. Immediately afterwards his son, Robert Norrie, was appointed to the preceptory, on condition 'that he and his successors shall serve the cure of an actual and ordinary mini-'ster within the chapel of the preceptory, and also, shall teach the youth of the 'city of Brechin in grammar, and exercise the place and charge of a master of 'the Grammar School within the same.'

The existing town records of Brechin begin in 1672, and carry forward the history of the school from that date to the present time. From them it appears that the Town Council appointed the rector, and made formal application on each appointment to the Earl of Panmure for the preceptory of Maison Dieu. On one occasion, in 1685, the Bishop of Brechin is associated with him. The gift of presentation continued with the Earls of Panmure down to the rebellion of 1715, when their property was annexed to the Crown. It would seem as if the emoluments of the preceptory about this time were in danger of being diverted from their proper use. For, in 1710, on the appointment of a rector, there is no notice of the rents of the preceptory being assigned to him. If they were otherwise appropriated, as is not improbable, a minute in the Town-Council records in 1717 seems to be a formal protest against such misappropriation, and perhaps also intended to prevent the Crown, who then became the patron of the preceptory, from applying them otherwise than to the schoolmaster. In that year, 1717, on the appointment of Mr. Paul, the minutes state that the emoluments of the preceptory have always been appropriated to the schoolmaster. From this time also, in every successive appointment, one of the conditions is, that no clerical office shall be held by the schoolmaster; and we invariably find that when the schoolmaster was promoted to be minister of a parish he resigned his other office. Besides the rector of the Grammar School, who is officially styled '*Preceptor*

domus dei,' we find constant mention in the Town-Council records of an assistant or second master, called the 'doctor.' The latter office continued till 1783, when it was abolished, and an independent master appointed teacher of English, writing, and arithmetic, with the salary of the doctor, and all the fees of his own school. He was allowed also subsequently to teach Greek and Latin, and the doctor thus became the head of the parish school. In very early times, however, only the Grammar School was in existence, for in 1672 we find it enacted in the burgh records that no person shall put any of his male children above ten years of age to any other school, without or within the burgh, under a pecuniary penalty. Brechin Burgh School.

The present constitution and management of the school dates from 1832. There were then in existence two public schools; namely, the Grammar School, and the Parish School. In the latter there was an assistant, with an allowance of £25. These were rival schools. The same branches were taught in each, and there seems to have been no difference, except perhaps in the scale of fees, and in the better endowment of the Grammar School. The arrangement then made was, that there should be three teachers all under one building, but in separate rooms—a rector to teach Latin, Greek, French, and mathematics—a parochial schoolmaster to teach English, writing, and arithmetic—and that the assistant of the parochial schoolmaster should be taken away from that school and converted into a burgh schoolmaster, to teach the same branches to younger children. The object of this arrangement, which is substantially that now in operation, was to define the province of each school, so that they should not clash with each other. At the same time, the rector assigned the rents, casualties, etc., arising from the preceptory of Maison Dieu to the Town Council for a fixed salary of £50. The three schools all meet under one building, but the masters are quite independent of each other. The property is vested in the Town Council of Brechin, who are the patrons of the Grammar and Burgh Schools. On each appointment of a rector, they make formal application to the Crown for the emoluments of the preceptory, and this application is always complied with. But the Crown thus maintains its right. The patrons of the Parish School are the Heritors, the Minister of the parish, and the Provost and Magistrates of Brechin. Management.

The building was erected in 1838, on the site of the old schools, and is due to the liberality of the late Lord Panmure. It is of two storeys, surmounted by a tower, the lower storey for the schools—the upper for the mechanics' institute. It is altogether a commodious and well-situated school. Building.

The only endowment connected with this school is that derived from the Preceptory. It is valued at £50, which is paid as salary to the rector of the Grammar School. But besides this sum the Town Council along with the Heritors, pay £90 for salary and house rent to the master of the Parish School, and £30 to the master of the Burgh School. They also give a former rector of the Grammar School an allowance of £40. Finance.

The following is the rate of fees in each school:—

In the Burgh School, for the first year,	£0	12	0	a session.
,, ,, second year,	0	16	0	,,
,, ,, third year,	1	2	0	,,
In the Parish School for any one subject,	£0	4	6	a quarter.
,, ,, two subjects,	0	5	6	,,
,, for all the subjects,	0	7	6	,,
In the Grammar School, for any one branch,	£0	6	0	a quarter.
,, ,, two branches,	0	9	0	,,
,, ,, three branches,	0	10	6	,,
,, ,, for all branches,	0	12	0	,,

The income of the rector from all sources is	£106	0	0
The income of the parochial schoolmaster,	170	0	0
And of the burgh schoolmaster,	97	0	0
	£373	0	0

Brechin Burgh School.

Teachers.

There are in all three masters, one for each school. The master of the Grammar School is styled rector, but has no duties as such, and exercises no authority over the other masters. He was educated at Madras College and the University of St. Andrews, but took no degree. He was appointed to his present office in 1865. He has no house nor any fixed retiring allowance. The branches that he teaches are classics, mathematics, and French. The parochial schoolmaster was appointed in 1833. He has not had a university education. The branches that he teaches are English, writing, and arithmetic. The burgh schoolmaster has had a university education, but took no degree. He teaches the same branches as in the Parish School to younger children.

Scholars.

The scholars belong to all classes of the community. In the Grammar School, however, few of the lower classes are to be found. Their ages are from six in the burgh school to sixteen in the rector's classes. Boys and girls are in the burgh and parochial schools, but only one girl was returned as being in the rector's department.

Examination.

Grammar School.—There were present on the day of our visit 43 boys. There was accommodation for 65. Of the 43 boys, 35 were learning Latin, 2 were learning Greek, 14 French, and 2 Mathematics. The average age of the boys on coming to this school is about ten, and on leaving it fourteen or fifteen; very few of the pupils take a complete course; they generally remain two years at Latin, then take French for one year, and consequently, as the rector complained, know neither at the end of their course. They mostly leave the school, as they have opportunity, for offices and commercial pursuits; very few indeed proceed to any university, so that the school cannot show any list of recent honours. The master complains of irregular attendance, and of a want of interest in his department on the part of the parents.

The boys in Latin were divided into five classes.

In the second lowest there were 12 present, from ten to thirteen years of age. They had been learning Latin for a year and a few months—two hours a day. They read fairly from the grammatical exercises and Jacob's *Reader*. This class next year, we were told, would lose half its numbers, the rest either deserting the school, or taking French instead of Latin.

In the fourth class there were 6 boys from twelve to fourteen in their 4th year. They were reading Mair's Introduction (a stupid school-book), and extracts from Cæsar. Their work was well done.

The fifth class consisted of one boy, of considerable promise. He wrote a very accurate translation of a chapter of Cæsar that he had not seen. In none of the classes were the boys much exercised in composition. They do one exercise each week at home; the result of which is, that the exercise is sometimes done by a tutor. Once a week they write in school a few sentences from Mair's Introduction.

In Greek one boy was in grammar, one in Xenophon's *Anabasis*. The master was anxious to do his duty, but there was no high teaching in the grammar school, and the short time devoted to Latin, and afterwards to French, ended, as the rector complained, in their natural results—comparative ignorance of both. On the whole, classics seemed in a decaying state, and modern languages not in a very healthy or forward condition.

Parish School.—There were present at the time of our visit 81 boys and 8 girls, and of these 69 were learning English, 20 reading alone, and 37 writing. The school is under Government inspection. We examined the senior English class, consisting of 30 children, between twelve and sixteen, in reading and geography; and a selected portion of the same class, 8 boys and 2 girls, from twelve to fourteen years of age, wrote a passage dictated. The piece for dictation, eleven lines from Shakspeare, was not very easy; but considering that this was an inspected school, and had been so for eighteen years, it should have been done very much better. The spelling of the girls was exceedingly bad, and only one of the boys wrote correctly. Reading and geography were both very indifferent, and the school was disorderly. The teacher himself was deaf, and probably not aware of the noise that was going on in the school. It was obviously in an unsatisfactory state.

The *Burgh School* was not examined. The same branches are taught in it as in the Parish School, for which it is intended to serve as a preparatory school.

The numbers present were 67 boys and 18 girls on the day of our visit. The master has a salary from the Town Council of £30, and he draws £67 from fees. Both here and in the Parish School there were comparatively few girls. They are taught mostly in Ladies' schools, of which there is a considerable number in the town, and the practice of sending them to such schools rather than to the public schools is on the increase. Brechin Burgh School.

It remains only to make a few general remarks. The theory and arrangement of the schools at first sight seem admirable, but somehow they do not work. The Grammar School master is likely to be starved out; and, with the daily diminishing demand for classics, to which, with French and mathematics, he is confined, he cannot, apparently, compete with the Parish School. An extension to him of one of the more popular branches (say the higher English) might be one means of curing the evil. Or, again, the Parish School might be separated entirely from the other public schools, transferred to a separate building, and set to teach all the ordinary branches of an inspected school, at a moderate fee. The present Burgh School might be left joined with the Grammar School, as a lower school for beginners intending to proceed to the higher branches under the rector; the master in the lower school should not be independent, but subordinate to the rector. [H.] Remarks.

Arbroath Burgh School.

Visited Nov. 29, 1866.

X. and XI.—ARBROATH.

(1.) Parochial or Burgh School.

I. In Arbroath there are two schools in which the Magistrates and Town Council have an interest, viz., the old Parish School and the High School. The first is of very old date, and has always been the parish school, though it is under the management of the Magistrates and Town Council, and with them lie the appointment of the teacher, the regulation of the fees, and the general internal control. The teacher receives a salary of £60 a year which includes £10 for a house, £20 from the Colville Mortification, £90 of Parliamentary Grant, and £220 of school fees, in all £390,—out of this he pays pupil-teachers £55, his wife £35, and the industrial teacher £7, leaving a free balance of £293. The school is taught by the parochial teacher and four pupil-teachers, assisted by the teacher's wife and a female teacher for industrial work; and it exists as a parish school, with all the ordinary objects of a parish school. There is accommodation for 289 scholars, and the numbers are—

On Roll.	*In Attendance.*
Boys, 188	Boys, 176
Girls, 161	Girls, 146
349	322

Of this number, 37 boys and 50 girls are under eight years of age, and none are over sixteen. The school is divided into Latin, French, Greek (4 boys), English, Mathematical, Arithmetical, and Writing classes. The teacher considers that the school is very much undermastered, as it unquestionably is; but from the subjoined report of H.M. Inspector of Schools, the education given is highly satisfactory:—

'The results of the individual examination (failures equal nearly six per cent.) 'are very creditable, but by no means represent the full merit of the school, 'which is by far the best that I inspect in Forfarshire. The reading passes 'not only without failure, but without the least hesitation in most cases, especi- 'ally in the junior classes, in which many more could easily have passed. In 'this part of the work Mrs. Walker lends valuable assistance. Most of the 'written work is also very well done, and there is a large amount of sound and 'valuable attainment beyond the reach of the Standards. The discipline is re- 'markably good.'

No. of children above 6 qualified by 200 attendances.	No. presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
267	214	41	41	40	39	60	60	60	53	62	62	57	53

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
18	18	17	11	18	18	18	17	15	15	13	14	606

Arbroath High School.

(2.) High School.

History.

II. The High School was established in 1861, by the amalgamation of the Arbroath Academy and the Educational Institution, the former of which has existed since about 1821; the latter since 1844, having been established after the Free Church Disruption.

Constitution and Management.

The management of this school is in the hands of three classes of Directors—(1.) *Ex-officio*, namely, the Provost and three bailies of Arbroath; the Dean of the Guildry Incorporation, and the Convener of the Incorporated Trades of Arbroath; one minister from the congregations of the Established Church, one from those of the Free Church, one from those of the United Presbyterian Church, and one successively from the Episcopal Church, the Wesleyan Methodist Congregation, and the Independent Congregation, all of Arbroath—the ministers of these various congregations to serve in rotation, according to their seniority as ministers in Arbroath, in each of these four sections.

(2.) *By Subscription.*—Directors for life under the constitution of the Academy to continue to hold their qualification, but no new life directors to be admissible.

(3.) *By Representation.*—1. Five persons, nominated by the Parliamentary constituency of Arbroath, at the annual election of Harbour Trustees. 2. Nine lay members in full communion (elders being eligible) from the congregations in Arbroath; thus—two from those of the Established Church, and two from those of the United Presbyterian Church, respectively, each year, to serve in rotation, alphabetically, according to the names of the congregations in each section; and one from each of the Episcopal, Methodist, and Independent congregations—certificates from the minister, Session-clerks, or secretaries of their respective congregations, to be proof of their election. 3. By annual subscribers of half a guinea and upwards from among themselves, to the extent of one-fourth of their number, but not to exceed ten—the election to be by signed lists, handed in to the Town-Clerk before four o'clock on the day of the election of Harbour Trustees, from a list of such subscribers, to be published in the annual report of the High School, provided they have paid their subscriptions previous to the day of election. The term of continuance in office of all such representative members being one year, from 1st January to 31st December.

In this body the appointment and dismissal of the teachers, the regulation of the departments taught, the hours of teaching, the scale of fees, the vacations, holidays, and examinations are vested, and, so far as we could hear, this Board of Management gave satisfaction both inside and outside the school.

Buildings.

The site of the school is convenient, and the buildings and furniture adequate. There are seven class-rooms, containing accommodation for 609 scholars. The playground is very small, 82 feet by 96, and not in grass. The consequence is, that the boys are driven out to play on the street. The day of our visit they had taken advantage of the interval (between one and two o'clock) to organize a schoolboy battle in the street with the scholars of an adjoining school, to the evident annoyance of the lieges.

Finance.

The rector draws £40 a year from the Town Council, and £20 from the directors, and his fees amount to about £130, making a total of £190 per annum, out

Arbroath High School.

of which he has to pay £25 to an assistant, the directors paying £25 additional. The teacher in the Commercial department receives £25 from the Town Council, and about £250 from fees, making a gross total of £275 per annum, out of which he pays £40 to an assistant. The English teacher receives £25 from the Town Council, and about £350 from fees, making a total of £375, out of which £65 is paid for assistance. From this it is obvious that the rector's salary is in inverse ratio to his position.

The fees in all departments are paid quarterly in advance.

In the rector's, or Language department, Greek, Latin, French, German, and Mathematics are taught. The fees are paid according to the class which the scholar attends—1st class, 7s. 6d. per quarter; 2d class, 10s.; 3d class, 12s. 6d.; 4th or 5th class, 15s.

In the Mathematical or Commercial Department the fees are—

Writing or arithmetic, 1 hour,	£0	4	0
,, and ,, 2 hours,	0	5	0
For every additional hour,	0	1	0
Mensuration or book-keeping,	0	5	0
,, with either of above,	0	7	6
,, with two of above,	0	10	0
Drawing, separately,	0	7	6
Navigation,	0	15	0

In the English Department, the fees are thus arranged:—Juniors pay 5s. per quarter; intermediate classes, 6s. 6d.; seniors, four classes, 7s. 6d.

There are about 60 junior scholars attending the school under eight years of age, half of whom attend only English, at 5s. per quarter. Of the rest, besides English, 16 attend writing at 4s., and 11 arithmetic also, at 5s. The cost of a junior's education, therefore, is either 5s. or 10s. per quarter.

In the higher classes 'it is no uncommon thing,' Mr. Smith, the English master, writes, 'for *many* boys in my second and third highest classes to be at the same 'time attending writing, arithmetic, Latin and French, and for *a few* boys in my 'highest class to be also at book-keeping, practical mathematics, or algebra and 'geometry, and Latin, French, and Greek, or German.'

Thus a good many in the second or third highest English classes pay—

English,	£0	7	6	
Writing and arithmetic,	0	5	0	
Latin and French,	0	10	0	
	£1	2	6	per quarter.

Or £4, 10s. per annum.

And a few boys in the highest English pay—

English,	£0	7	6	
Book-keeping and arithmetic,	0	7	6	
Practical mathematics, etc., in the highest Rector's class,	0	15	0	
	£1	10	0	per quarter.

Or £6 per annum.

There are no bursaries and no permanent endowments connected with this school.

Teachers.

The qualifications for the office of teacher are not defined, except in so far as he must belong to a Protestant denomination, and, prior to his election, it must be certified to the satisfaction of the directors that he is a person of strict moral and religious character. The present rector was appointed in 1860, and is a graduate of Edinburgh University. The commercial teacher was in the old school, and had kept his appointment since 1850. He had been at St. Andrews University, but had not graduated. The English teacher was appointed in 1861, and had been at the Normal School in its early days. The rector and English teacher belonged to the Free Church, the master of the Commercial department to the Established. By the constitution of the school the teachers are to be engaged for limited periods, and on no pretence are to claim a life appointment. At present their time is for six months. They can be dismissed

on six months' notice on part of the directors, but may leave on two months' notice on their own part. Arbroath High School.

The rector is the medium of communication between the committee of management and the school, and he attends to all general school business, advertising, and calling meetings of masters. But in all essential matters each master is head in his own department. In addition to the three principal masters, there are three assistants. The rector's is appointed by him and the directors, and each pays half his salary. The other teachers appoint their own assistants and pay them.

All the best classes in Arbroath send their children to this school—manufacturers, tradesmen, foremen in factories, etc., farmers, shopkeepers, lawyers, ministers, and doctors. They come to the English classes at five or six years of age, and leave at fourteen, fifteen, and sixteen. Ten years is the longest time that any ever remain at school. The intention of the school is that they should remain five or six in Latin, and four in French; but the majority remain a shorter time. Not above 10 per cent. complete this course, but in English 15 or 20 per cent. do. Scholars.

In connexion with this it is interesting to notice the manner in which modern languages have been gaining and classics losing ground within the last six years:—

Session.	*Number of Scholars in*	
	Latin.	*French.*
1860-61,	62	66
1861-62,	71	60
1862-63,	71	76
1863-64,	62	73
1864-65,	57	75
1865-66,	54	78
1866-67,	54	75

So in 1860 there were 17 in mathematics all mostly far advanced; in 1866-67 there are only 8, 5 of whom are beginners. It is only fair to add that modern languages are very well taught in this department.

Very few scholars go to the University, not more than one a year upon an average. The only University distinctions we could hear of, of late years, were a close bursary in Glasgow in 1865, and an open one of £25 at St. Andrews the same year.

The school is divided into three departments, (1.) the Rector's; (2.) the English; (3.) the Commercial. These departments are quite distinct from each other, but scholars may be attending all the three. Organization.

The total number of scholars is—

On Roll.	*In Attendance.*
Boys, 196	Boys, 181
Girls, 131	Girls, 120
327	301

(1.) *Rector's Department.*—In this there are 60 boys and 48 girls on the roll, and 54 boys and 44 girls in attendance. The rector teaches classics, modern languages, and mathematics. In classics there are six Latin classes, containing 56 scholars, and two Greek, containing 6 scholars. We examined the fourth, fifth, and sixth Latin classes, and 2 scholars in Greek,—1 in his second year, who was reading Xenophon, and 1 in his first year in grammar. There were only 4 other Greek scholars in the school, but they were absent on the day of our visit. Examinations.

In the fourth Latin there were present 2 boys and 2 girls, whose ages were twelve to fifteen, in their third year in Latin; 1 girl and 1 boy good—others poor.

In the fifth Latin, 2 boys, twelve to fourteen, reading Arnold's Exercises and Virgil. Both did very fairly.

Arbroath High School.

In the highest Latin, there were 1 girl and 2 boys, whose ages were fifteen, seventeen, eighteen. They were in their fifth year in Latin, and were all that remained of a class which had originally numbered 26. The girl had been five years at Latin, and was preparing to be a governess. She was reading the first book of Livy. Translation fair; parsing fair. Not in any case beyond the third class in the Edinburgh Academy.

French and German classes.—There are four French and three German classes. The French classes number 30 boys and 47 girls; the German classes number 4 boys and 15 girls.

The third and highest classes were examined.

The third class is divided into two divisions:—

In the highest, there were	7 girls and	2 boys.
In the lowest, ,,	1 ,,	10 ,,

The highest division did a paper containing some grammatical questions, and a piece of translation from their lesson-book—De Fivas' *Beautés des Ecrivains Français*. Most of these were in their third year. The work was very well done, only 1 out of the 9 who wrote got less than half marks, and 2 got at the rates of 52 and 53 out of 60.

The lower division translated and parsed *viva voce*. The translation was good, but the parsing inferior, the cause being that the class was beginning, and had been but a short time under the master.

In the highest class, there were 10 present—8 girls, all about fifteen, and 2 boys, 1 of them being nineteen. Three in this class were also in the highest German. They all did an examination on paper—grammatical questions, translations from French into English (easy), and from English into French, and one question on French literature, one on history, and one in geography.

This paper was remarkably well done. One hour only was allowed for it, so that it was hardly possible to finish it. But out of 200 as a maximum, 1 girl got 152 marks, and one boy 141.

Allowing a margin of 30 for the three who were taken from the paper to be examined in German, 5 out of 10 got more than half marks.

They were all well drilled in the grammar, and at the same time translated both into English and French freely and accurately.

In German, 1 boy was reading Schiller's *William Tell*, and translated readily and well.

There was also a class of 4 girls reading Ahn's *First Reader*. They were much interested in their work, and, according to the teacher, were much fonder of German, particularly of German poetry, than they were of French.

There was a junior class, consisting of 2 boys and 11 girls, beginning German. Modern languages are clearly very well taught in this school, better probably than any other subject, except English. So far we have seen nothing to approach it. Girls are certainly better educated in Arbroath than in the more northern districts.

English Department.—There are seven classes in the English department, containing in all 183 boys and 118 girls on the roll; and 168 boys and 108 girls in attendance.

Only 2 (girls) in this department are more than sixteen years of age.

We examined the third highest class in which there were 31 boys and 21 girls present.

The lesson of the day was given by the master. Constable's *Sixth English Book*, 282, 'History of Sir Roger de Coverley.'

The master read over the lesson, and in order to keep up the attention of the class, explained that he would purposely mispronounce some words, which were to be corrected. At the end he asked if he had made any mistakes, upon which nearly the whole class stood up prepared to answer. He asked what mistake he had made? One boy answered that he had pronounced 'mourning' as if it were 'morning,' upon which all who were standing sat down, indicating that all had given their attention to the teacher's reading. The passage was somewhat difficult. It was No. 517 of the *Spectator*, 'The Account of Sir Roger de Coverley's 'Death brought to the Spectator's Club,' in which Biscuit the butler's letter is given. When the teacher came to this letter, he stopped to explain the grammar and expressions in the butler's letters. This he did with interest and intelligence,

and, to judge by the excellence of the reading on the part of the class, in a manner which was thoroughly appreciated by it. Arbroath High School.

His examination in grammar was also sensible and thorough. He explained the reasons of things, and induced the scholars to exert their minds as well as their memories.

After that, 8 boys and 8 girls were taken at random out of this class to write answers to some easy geographical questions on the maps of Russia, Prussia, Norway, and Sweden, on which they were engaged, and to write a few sentences from dictation. In geography, 5 were good, 4 fair, 5 indifferent, and 2 bad.

In dictation the result was—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	5	Good, . . .	4
1	4		
2	1	Fair, . . .	10
3	3		
4	2	Indifferent, . . .	2
5	1		
	16		16

We were unable to see the higher English class; but from the sample presented in the third, it appeared to us that the English teaching is decidedly good in this school.

Commercial Department.—On the roll there are 148 boys and 89 girls, and in attendance 137 boys and 85 girls. Arithmetic.—Present at the hour of examination in the room with the head-master—

55 in arithmetic.
7 at book-keeping.

In assistant's room 25, ages from eight to eleven.

In the head-master's room there were four distinct classes present at the same time.

1st class, mere beginners. Not examined.

2d class, 16 boys and 2 girls, ages eleven to thirteen; third year at arithmetic, two hours a day. Compound rules worked on the whole well.

3d class, 14 boys, 9 girls, ages twelve to fourteen; fourth year. Proportion fairly done on their slates; slow, however, and not without a good deal of copying.

The highest class also professed addition of fractions, compound interest, and practice. In fractions, 5 only correct. In compound interest, no one was correct. Practice, only 1 girl was correct.

In the assistant's class, the highest division, 12 boys and 6 girls, ages eight to eleven, were only in the simple rules. They tried addition, multiplication, and division on the board. All did their work very slowly and inaccurately.

The younger division only professed the first five lines of the multiplication table, and a little simple addition. They could do neither accurately, and were very slow at what they did know.

On the whole there appears to be less of life and interest and thoroughness in this department than in the others, where the teaching was distinctly good. The discipline also in this department appeared less strict, or at least less successful, than in the classical and English departments.

Remarks.

The points of interest connected with this school are—(1.) The mixed body of management, which seems to give satisfaction to the community; (2.) the nominal position of the rector, and the small amount of his income compared with the other teachers; and (3.) the preference shown for the study of modern languages over classics, and the successful teaching both of modern languages and English. The advance of modern languages is all the more interesting when it is contrasted with the very backward position which this branch of education holds in the counties of Aberdeen, Banff, and Moray. [S.]

Dundee High School.

Visited Dec. 4, 5, 6, and 7, 1866.

History.

XII.—DUNDEE HIGH SCHOOL.

History, Constitution, and Management.

The havoc made among the records of Dundee, from the time of Edward I. to Cromwell, and more effectually still by Monk, when it was besieged and taken, leaves much of the early history of the town in an uncertain state. There is a tradition that it had a school in the thirteenth century, and Dr. Small, who was minister of Dundee, and who published a history of the town in 1792, writes as follows :—'The school of Dundee, in the time of Wallace, seems to have been one of 'the most illustrious in the kingdom ;' and again, 'About the death of Alexander 'III., 1286, Wallace was pursuing his scholastic studies at Dundee, which at 'this early period was famous for the excellence of its seminaries, a circumstance 'that induced many of the nobility and gentry to send their children thither 'from a far distance to complete their classical studies.' The first authentic notice of the public school is in 1434, in the register of the see of Brechin (vol. i. p. 61). In that year, 'dominus Gilbert Knycht, presbyter,' was schoolmaster, but having been guilty of disobedience to his superior, the bishop or the chancellor, he was deprived of 'the direction of the school and scholars.' His office was bestowed on Master Laurence Lounan. The document from which we quote is entitled, 'Instrumentum collacionis scole et scolarium de Dunde facte Magistro 'Laurencio Lounan pleno jure per Johannem Episcopum Brechinensem.' The only name of distinction connected with the school in the fifteenth century is Hector Boece, who was afterwards principal of Aberdeen University, and once well known for his *History of the Scots*. In 1563, in the reign of Queen Mary, special mention is made of the Grammar School in the deed allocating the hospital funds and property. One of the ecclesiastical foundations (that of St. Agatha) was assigned in part for the support of the masters of the Grammar School, and from this source the present classical master still derives a small part of his salary. A few years later, we find the revenues of the altar of St. Margaret (Queen of Malcolm Canmore) diverted from their original purpose, and bestowed on a young student of the name of Gray, 'to support his boarding and 'expense at Grammar Schools, and schools of universities in his minority, and to 'buy his books and to help his study, to the fine that he may come to the per-'fection of knowledge, and be planted in the kirk of God, to maintain the 'religion and set forth the gospel of Jesus Christ.'

In 1603, the master of the Grammar School was Mr. David Lindsay, who, conjointly with this office, held that of minister ; but in 1606, he resigned the position of schoolmaster, on the ground that he was 'not habile to discharge 'with a good conscience both the said offices.' As master of the Grammar School he had a salary of 250 merks a year. He had been previously master of Montrose school, and became bishop of Brechin, and afterwards of Edinburgh. Contemporary with Lindsay in Dundee, was a Mr. John Williamson, who is called master of the 'sang school,' for which he received a salary from the magistrates of sixteen merks yearly. Besides the head master, there were also two doctors or under teachers, for in a statement regarding the funds of the town, made on oath before the visitors appointed by a convention of the Royal Burghs in 1691, one item of discharge is 'to the master of the Grammar School, 'his two doctors and janitor, £366, 13s. 4d., Scots (=£33, 6s. 6d.)' The 'mortification' of George Bruce also, dated 1738, makes reference to the doctors of the Grammar School, assigning to them a small sum, as also to the janitor, 'for an encouragement to settle one in the office capable to 'assist in teaching.' From these notices, and from others in the different 'mortifications' for the benefit of the school, we learn not only its existence, but its equipment so to speak at the periods mentioned. Of its character at the end of last century we hear very little ; but in lamenting generally the low state of education in Dundee in 1792, Dr. Small in his History excepts the Grammar School from utter condemnation. 'The greatest of all the disadvantages of Dundee,' he says, 'is the almost total want of public institutions for the most simple 'and necessary parts of education. Nor, excepting a reputable Grammar School, 'is there an opportunity for parents to have their children instructed in any branch of humane literature.'

Dundee High School.

Constitution.

The present school may be said to date from 1829. There were then three schools in Dundee, the Grammar School, an English School (a junior branch of the former), and an Academy for Mathematics. The last was a private adventure school. All these three were in separate parts of the town. It was resolved by the magistrates in that year to bring them together, under one common building, and to constitute them the public school of the burgh. In order to do this, the magistrates applied to the public for subscriptions, and associated the subscribers with themselves in the management. From this time till 1859, the school was entitled the Public Seminaries, when a royal charter was obtained, and the school incorporated under the title of the High School of Dundee.

Managers.

The directors are twenty in number, ten chosen from the subscribers to the school, and ten from the Town Council. The Provost, four bailies, and Dean of Guild, are, in virtue of their office, six of the ten, taken from the Town Council, and the Provost is also chairman, with a casting as well as a deliberative vote. The directors appoint the masters, exercise a control over the curriculum, the fees, the holidays, etc., and have ample powers to make any changes that they please in the constitution of the school. In their attempts to do so, they have been very much hampered by the independence of all the departments, and by the difficulty of reconciling the interests of the different teachers. Unfortunately they started without a rector (that office having been abolished in 1827), and with three separate schools and staffs of schoolmasters, whose vested rights they felt themselves bound to consider. In their anxiety to do so, there has arisen a certain amount of confusion and competition between some of the departments. This will be seen when we come to a description of each by itself.

Buildings.

Buildings.

The buildings were finished in 1834. They have cost altogether, including ground and fittings, £11,341. The town contributed the site, which is given at a nominal rent. The expense of the building itself was defrayed by subscriptions, no part of which was given from the town funds. The situation of the school is excellent, and the buildings themselves, though heavy and dull-looking, are substantial, and the accommodation is ample. There are fourteen class-rooms, affording accommodation for 1874 scholars. There is a gravel playground of about an acre in extent, but there is no special provision for wet weather. The repairs are executed by the directors out of the funds at their disposal, the Town Council, as such, contributing nothing towards this object, or towards the masters' salaries, or any other school expenses.

Finance.

Under this head we include endowments, fees, cost of education, income of masters, and bursaries. In 1829, when the present board of managers was constituted, a fund was placed at their disposal, arising from the tax on ale and beer brewed within the burgh. It had always been the practice of the Town Council to pay the masters' salaries out of this tax, and it was therefore a natural arrangement to transfer these revenues for the same purpose to their successors in office. Unfortunately for the masters, the tax came to an end in 1847 or 1848, and for some years about that time, the endowment and the salaries ceased, and the incomes of the higher masters especially, who had mainly benefited by the tax, were reduced to a miserable condition. An appeal in consequence had to be made to the public, and in the year 1851 a sum of nearly £4000 was subscribed for the purpose of giving permanent salaries to the masters of the classical and mathematical departments. From this source these masters receive each an endowment of £60. It is worthy of notice, however, that previously to 1829, the classical master's salary from the public funds was £70. In 1857 another subscription was made on behalf of the teachers of modern languages, and £2000 were raised. Since that time, other bequests have been made to the school, so that there is at present no less than £12,000 available for the endowment of the masters and the general good of the school. All these endowments are due to private and voluntary benefactors, and are quite independent of numerous bursaries 'and mortifications' to be afterwards mentioned. The salaries are apportioned as follows :—

Dundee High School.

Salaries.

To the classical master,	£60	0	0
,, mathematical master,	60	0	0
,, commercial master,	40	0	0
,, writing and arithmetic master,	30	0	0
,, English master,	30	0	0
,, French master,	60	0	0
,, German master,	60	0	0
,, master of the science and art department,	10	0	0
Total,	£350	0	0

Besides this sum, the directors expended for the financial year ending 15th October 1866—

1. Salaries to officials,	£104	0	0
2. Coals, gas, etc.,	63	14	10
3. Insurance,	7	10	0
4. Printing and prizes,	46	8	0
5. Examiners,	26	5	0
6. Tradesmen,	52	17	10
7. Miscellaneous expenses,	5	5	3
8. Interest on bank account,	31	14	7
Total	£337	15	6

The whole of this sum, however, is raised by a small tax levied on the pupils for general expenses. It amounts to about four shillings a year in each department, and the whole sum raised in this way last year was £387, or nearly ten shillings a head for every boy and girl in the school. We must not reckon this sum therefore as part of the directors' expenditure, but as part of the private cost to the parent. If we take the salaries to the masters as their contribution, and divide the sum (£350) amongst the 800 pupils of the school, the public cost, as we may call it, for each is about nine shillings a year.

Fees.

The scale of fees per quarter in the separate departments is as follows :—

1. Classical,	£0	11	6
2. Mathematical,	0	13	0
3. Commercial,	0	10	6
4. Writing and Arithmetic—			
For writing alone, 5s.; materials, 2s.; expenses, 1s.,	0	8	0
For arithmetic alone, 5s.; expenses, 1s.,	0	6	0
For writing and arithmetic together, one hour of each daily, including all charges,	0	9	0
For arithmetic and book-keeping, including all charges,	0	11	6
For writing and book-keeping, including all charges,	0	10	6
For arithmetic and book-keeping, including all charges,	0	8	6
5. English—Reading and grammar,	0	5	0
All branches,	0	6	0
6 and 7. French and German, each,	0	10	6
8. Science and art,	0	11 to 13s.	

Cost.

In order to estimate the total cost of education, we have only further to consider the curriculum recommended by the directors. The whole school, as far as the boys are concerned, is divided into two sides, 'classical and modern,' each extending over eight years. There is a course for girls, but it is not necessary to take it into account.

Both sides (first three years).

First Year.

English alone,	£1	4	0
General expenses,	0	4	0
Books,	0	2	6
	£1	10	6

Dundee High School.

Second and Third Year.

English,	£1 4 0
Writing and arithmetic,	1 12 0
General expenses,	0 8 0
Books,	0 5 0
	£3 9 0

Fourth Year.

Classical.		*Modern.*	
Latin,	£2 6 0	English,	£1 4 0
English,	1 4 0	Writing and arithmetic,	1 12 0
Writing and arithmetic,	1 12 0	General expenses,	0 8 0
General expenses,	0 13 0	Books,	0 7 6
Books,	0 10 0		
	£6 5 0		£3 11 6

Fifth Year.

Latin,	£2 6 0	English,	£1 4 0
English,	1 4 0	Writing and arithmetic,	1 12 0
Writing and arithmetic,	1 12 0	French,	2 2 0
French,	2 2 0	General expenses,	0 12 0
General expenses,	0 13 0	Books,	0 10 0
Books,	0 10 0		
	£8 7 0		£6 0 0

Sixth Year.

Latin and Greek,	£2 6 0	*Arithmetic and Algebra in the Commercial Department,*	£2 2 0
Arithmetic and Algebra in Commercial Department,	2 2 0	Mathematics,	2 12 0
Mathematics,	2 12 0	French,	2 2 0
French,	2 2 0	English,	1 4 0
General expenses,	0 13 0	Writing,	1 8 0
Books,	0 10 0	Expenses,	0 13 0
		Books,	0 10 0
	£10 5 0		£10 11 0

Seventh Year.

As above, with German *instead of* French,	£10 5 0	As above, with German *added to* French, and writing still continued,	£12 13 0

Eighth Year.

As above,	£10 5 0	Mathematics,	£2 12 0
		Arithmetic, Algebra, and Book-keeping, all in Commercial Department,	2 2 0
		German,	2 2 0
		Expenses,	0 14 0
		Books,	0 15 0
			£8 5 0

In the cost from year to year, as it thus stands, there are some curious anomalies. In the sixth and seventh years the 'modern' side costs more than the classical, and the seventh year is more expensive than the eighth. This arises from the fact that writing, which is continued for seven years on the modern side, is at length discontinued in the eighth; and that French also is left out in the last year of the course. Provision is also made in the curriculum for drawing, and the three years' course in it is so arranged that pupils may select the sessions that are most convenient for themselves. The additional cost is £2, 2s. a year.

As a fact, however, the curriculum is not adhered to, and the chief grievance

Dundee High School.

in the school arises from the circumstance that scholars, instead of proceeding to the commercial department in their sixth year, continue to learn arithmetic in the junior school, where the fee is only 1s. a quarter, in addition to the fee for writing. We can therefore offer the above as only an approximation to the cost of scholars from year to year at the High School, and as that which the directors consider a fair charge for the education afforded.

Income.

The income of the head-master in each department, *after deducting all expenses for assistance, etc.*, is as follows. Over against the income we set the numbers in each department.

Departments.	*Income.*	*Scholars.*
Classical,	£236	127
Mathematical,	242	80
Commercial,	200	84
English,	420	549
[1]Writing and Arithmetic,	400	547
French,	311	132
German,	139	38
Drawing,	269	181

The fees are given by the German master as £19, 19s., but these are for one quarter only.

Bursaries.

It remains only to notice under 'finance' the bursaries under the management and patronage of the directors, or members of their body, either by themselves or along with others. Only a few of these bursaries are connected, by the terms of the trust-deeds or by custom, with the High School. In many cases, the choice of schools is left to the parents or guardians of the boys, subject to the trustees; and in others, the Sessional School is the one specified. We therefore divide the bursaries into three classes,—

I. High School Bursaries.
II. Bursaries for any school.
III. Sessional School Bursaries.

The last class might be omitted with propriety from our list, but in that case we should get a very imperfect idea of the mortifications for educational purposes in Dundee.

I. High School Bursaries.

1. Ferguson's Mortification.—This was founded in 1695. The only director of the High School, who is a trustee, is the Provost. Its object is the maintenance and education of two boys at the 'Grammar School' of Dundee for four years. There is a power to send the boys afterwards to the University of St. Andrews, 'if 'they be capable of learning, and have an inclination to be scholars;' but, so far as the factor knows, this has never been done. The stock of the mortification consisted, at the close of the last account, according to the factor, of £3230, 6s. 7d., and the annual income may be stated at £250. The annual expenditure amounts to £22; namely, £8 for each of the two bursars, and £6 for expenses of management. The accumulation of income is thus very considerable, and is of no benefit, as things at present stand, to any one. The factor on the estate has furnished us with an explanation:—'The patrons (the Provost, and Mr. Webster of Bal-'muir) are advised that they have no power to increase the number of bursars. 'They therefore contemplated an application for a private Act of Parliament, but 'are deterred by the expense attending the passing of such Acts. They look for-'ward, however, to the passing of an Act to reduce the cost of private bills, and 'then hope to get powers.'

Application for these bursaries is made by letter, and the boys are not bound

[1] Since this was printed we have received the following letter from the teacher:—

'High School, Dundee, 30*th Nov.* 1867.

'Sir,—In the schedule returned to you and Mr. Sellar last December, I gave £400 as a 'rough estimate of my income from fees. Having lately made a more exact calculation, 'I find it to be about £480, at which amount I should like the item entered.—I am, Sir, 'your obedient servant, 'James Glass.'

'Thomas Harvey, Esq.'

to attend any classes except those of the 'Grammar School;' and the money payment of £8 that they enjoy is naturally their chief object, rather than the education they get at the school. The latter is, as it were, a disagreeable condition attached to the bursary. It is to be hoped that the patrons will soon get fresh powers, that twenty-five or thirty bursaries will be instituted, and thrown open to public competition; or that a part of the funds may be devoted as exhibitions for boys going to St. Andrews University. Dundee High School.

2. Bruce's Mortification.—This was founded in 1738, by George Bruce, master of the Grammar School of Dundee. The trustees are the Provost, Dean of Guild, two ministers of Dundee, and the master of the Grammar School. Its funds amount to £466, and the interest of £300 of this sum is applied to the maintenance of two boys at the Grammar School. The first bursar receives the interest of £200 for six years while he is attending school. The second bursar receives the interest of £100 for such a number of years as the trustees at the time determine, but generally for five years. This second bursary was established by the trustees in 1825, on receiving payment of a sum from a person who had been educated by the bursary. The bursars must be sons of burgesses, and are limited to certain names. The consequence is, that good candidates are difficult to be got.

3. Webster's Mortification was established in 1789. The trustees are the Provost, the present Town-clerk, and two others. The object of the founder was to establish an academy in Dundee, where 30 boys, between twelve and sixteen, might be instructed in mathematics; and 35 boys and 35 girls between eight and twelve, in the plainer branches of an English education. There is nothing in the will restricting the trustees to any particular school; but the rule for many years has been to send the bursars between twelve and sixteen to the mathematical and commercial masters of the High School; and those between eight and twelve, to the Meadowside Academy. For a long period this latter school has been practically dependent upon the mortification, and unless the teacher were considered a proper and suitable person by the trustees, the bursars would be immediately withdrawn. The patrons are generally consulted in any alterations of importance in the conduct of the school. The full number of bursars intended by the founder has never been educated on the mortification. There are at present at the High School, in the Mathematical and Commercial departments, 21 bursars, and at the Meadowside Academy, 27 boys and 27 girls. There is nothing to prevent the patrons increasing the number at the High School, but their reason for not doing so is, that there is difficulty in finding applicants for even the present number. The bursars receive no money, but their school fees are paid for them. The Mathematical and Commercial masters at the High School get £4 between them for each boy. This is the fee fixed by the terms of the will. The bursaries are for two years. The boys are examined on their appointment by the masters, and cases are not unfrequent in which they are rejected on account of want of attainments. The masters are of opinion, that if those appointments were thrown open to competition, or if the best boys, not of the Meadowside School only, but of the High School itself, and other schools, who were willing to accept them, were selected by the trustees, the mortification would be more useful. As it is, the boys whom they get are often a drag on the rest of the class.

The funds of the mortification now amount to about £7000. The annual income is £272, and the expenditure £231.

4. A bursary fund of £150, under the management of the directors. The interest pays the fees of two and sometimes three boys at the 'Grammar' School. The period for which these bursaries are held is usually four years.

5. The 'Edward' bursary fund £1000, in the hands of the directors, for the education of children of poor and respectable parents. A preference is to be given to the children of persons who have been employed at the works of Mr. Edward.

6. A donation of £1000, for the maintenance of two High-School boys at the University of St. Andrews, has recently been intimated to the directors. It is proposed that the first bursar shall have £20 per annum, and the second as much as the interest will afford. The bursaries are to be tenable for four years, and are to be given for attainments in classics and mathematics, an equal value being assigned to each subject.

II. Bursaries not attached necessarily, or by usage, to any particular school.

1. Steven's Mortification.—This was established in 1720. The patrons are the Provost, one of the ministers of Dundee, and Mr. Hunter of Blackness. It was

Dundee High School.

originally designed for the education of 5, but at present there are 8, bursars, who receive each £8 a year. The bursaries are tenable for four years, and at the end of that period such of the boys as the patrons 'find capable of learning, and 'fit for the college, are to be put four years to one of the colleges of St. Andrews.' There is only one case known in which a bursar went to college; and there is a tradition of his rising to be a Queen's Counsel. Five of the bursars at present attend the English and writing departments in the High School. The others attend private schools in town approved of by the patrons.

The stock of this mortification amounts to £2154. The income last year, according to the factor, was £153, and the expenditure £122.

2. Constable's Mortification.—This was founded in 1821. The patrons are the Provost, the Dean of Guild, and the parish minister of Dundee. The funds amount to £2935, and the income to £120. Its object is the education of boys from eight to fourteen years of age. There are at present 13 bursars, who receive each £8 a year for four years, while attending schools at Dundee. They must be natives of Dundee, and a preference is given to boys of the name of Constable and Watson. No question is asked as to the schools or number of classes the bursars attend; but a certificate of regularity here, as in all the different classes of bursaries, is required from the master of the school.

3. Browne's Mortification.—This was founded in 1695. The patrons are the Provost, Bailies, Minister, and Kirk-Treasurer. It was for many years dormant. The estate consisted of a small property in Overgate, Dundee, yielding about £12 per annum, until 1865, when, in consequence of the great demand in Dundee for manufactories and similar works, it was sold for a ground-annual of £80, with a duplicand every twenty-five years. The free income of the mortification is divided, and one-half is devoted to the maintenance of aged poor people, and the other to the maintenance and education of poor children. At present there are 8 children on the mortification, each receiving £4 per annum, and holding the bursary for four years. The school selected must be reported to the patrons, and approved of by them.

4. Clark's Mortification.—This was made in 1723, and renewed in 1744, and is under the patronage of the Town Council of Dundee, who are bound to present a list, containing double the number of boys to be appointed, to Sir George Clerk of Penicuick. A preference is given to boys of certain names. There are two bursars who receive between them the annual rent of 3000 merks, one-fourth of the interest being reserved for them till their education is completed, when they receive it as an apprentice-fee. The stock amounts to about £350.

III. Sessional School Bursaries.

1 Webster's Endowment.—This was founded in 1839. The patrons are the Provost and Bailies of Dundee. The object of the endowment was the education of 15 children of poor but industrious parents. That number has been reduced to 7. The bursars receive no money, but the amount of the interest is paid yearly into the funds of the Sessional School, which they attend. The stock is £105.

2. Guthrie's Mortification.—The date of this is 1674. The patrons are the Magistrates and Kirk-Session of Dundee. A preference is given to orphans. At present 30 bursars and 8 scholars, not bursars, receive the benefits of the endowment. They receive each £2, 6s. 8d., and are educated at the Sessional School. The bursars, when their education is done, receive a small sum that used to be employed as an apprentice-fee. The stock amounts to £3354.

3. Henderson's Mortification.—This dates from 1742. The patrons are the Provost, Bailies, Ministers, and Town-Clerk of Dundee. The object of this endowment is to teach not less than 30 poor boys and girls. The only rules laid down by the founder are, that the children shall be taught 'reading, writing, 'and arithmetic, and that they shall be provided with books, paper, pens, and ink.' The bursars, 36 in number, receive no money, but attend the Sessional Schools. The stock is at present £400, and the interest is paid for their education.

4. Brown's Mortification dates from 1768. It is under the Magistrates and Kirk-Session, and is intended for the maintenance and education of 'needful 'boys and girls' in Dundee. By the rules the name of Brown is preferred. The bursaries are tenable for five years. There are 22 bursars, who receive each £6 yearly; and the boys, besides, when their education is finished, get £8 as apprentice-fee, one-half at the commencement of the apprenticeship, and the other when it is faithfully served. They are educated at the Sessional Schools, the

fees of which amount to about £1 for each bursar, payable by themselves. The stock at present amounts to £4400. Dundee High School.

5. Ramsay's Mortification.—This was made in 1774. The patrons are the Magistrates, the Dean of Guild, Treasurer, and Town-Clerk, two parish ministers, and five members of the Kirk-Session. The object of the endowment was the maintenance and education of two or more poor boys, being the sons of seamen or brewers, and the maintenance of two or more aged persons of the name of Ramsay. The deed also directs that £4 annually be given for a sermon on the Wonders of Divine Providence. The stock applicable to the boys is about £500, and the bursars, who vary in number from year to year, receive, some of them £4, others £6, 10s. per annum.

Besides the mortifications stated under this class, are the following, under the patronage of the Kirk-Session of the parish of Dundee :—

Title.	*Instituted.*	*To Educate*	*Fund.*
Roger's, . .	1658	7 boys, . .	£1332
Graham's, .	1767	2 girls, . .	150
Hughes', .	...	1 girl, . .	100
Whyte's, .	1799	21 boys, seamen's children,	3100
Pullar's, . .	...	10 boys, . .	1500

From the above enumeration of bursaries and mortifications, it appears that under the first head (High School Bursaries) there is a sum of £12,680, and that the total number of bursars (40 boys at the High School, and 54 boys and girls at a private academy) is 94.

Under the second head (Bursaries for any school in Dundee) there is a sum of £6239, and the number of bursars is 31, 5 or 6 of whom are at the High School, and the rest in private or sessional schools.

Under the third head, including those under the patronage of the Kirk-Session, there is a sum of £14,941, and the number of bursars is about 150.

Teachers, and Subjects Taught.

There are in all eight, or if we include the 'phonographical,' nine departments in the school, each under the charge of a head-master, with such assistants as are required. These masters are quite independent of each other. The office of rector was abolished in 1827. In reference to this, however, the directors are of opinion that the abolition of the office was a mistake, and we have their authority for stating that they consider a rector indispensable to the thorough wellbeing and efficient working of the school. The masters themselves are of a different opinion; very decidedly so the masters of those departments that are the most popular, for as each master receives the whole fees of his own classes, the appointment of a rector with a suitable income might seriously interfere with their interests. If a rector must be appointed, they agree generally that he should be the head of the classical department. In individual cases, indeed, we found some of the masters, both here and in other schools, advocating the claims each of his own department; but even in these cases, and next to his own claims, each allowed that those of the classical department were strongest. To meet the difficulty arising from the want of a rector, the whole body of the masters, as in Glasgow, form a censor's court. Its constitution and duties are thus described :—

'A court composed of all the male teachers, holding office in the school, under 'appointment by the directors, shall be held on the first Saturday of each 'month, and at such other times as may be fixed by themselves during the 'session, for the purpose of taking cognizance of offences committed within the 'precincts of the school, but not within the respective class-rooms; and also of 'such graver offences as may be brought before the court by any one of the 'teachers or other parties.

'The teachers shall hold the office of censor for six months in the order of 'seniority. He shall preside at all meetings, and shall have power to convene 'them when he may judge it necessary.

'The functions of the Court shall be especially to carry into effect the regula-'tions, and to inflict punishment for any breach of them, whether by admonition, 'suspension of privileges, fine, rustication for a limited period, or expulsion from the 'school; but sentence of expulsion shall be intimated to the Directors before being

Dundee High School.

'carried into effect. It shall also be competent for the Court to take up any 'matter affecting the interests of the High School generally, and to make such re- 'presentations to the Directors thereon as may be deemed necessary and proper.'

The nine departments[1] into which the school is divided are:—1. Classical; 2. Mathematical; 3. Commercial; 4. Writing and Arithmetic; 5. English; 6. French; 7. German; 8. Science and Art; 9. Phonographic.

1. *Classical Department, or Old Grammar School.*—Dr. Low, the head of this department, has been connected with the school for nearly fifty years, as pupil or as master. From him we learn, that just before the beginning of the present century there were three masters for classics, a rector, and two doctors. The rector taught the fifth Latin class; each doctor taught two classes. In 1803, the same authority informs us that the number of teachers was reduced to two,—a rector who taught three classes, and a doctor, to whose charge the two junior classes were committed. No Greek was taught in the school at that time. In 1827, when the office of rector was abolished, two independent masters, one for the senior and one for the junior classes, took the place of the rector and doctor. There is now only one head master, with an assistant chosen and paid by him.

Dr. Low was educated at St. Andrews, and received the degree of LL.D. from that University. He is a licentiate of the Church of Scotland, but is now a member of the Free Church. The numbers in his department are 127. He has an assistant, to whom he pays £100. During the last twenty years the numbers have not increased very much. In the highest class of all, there were 10 scholars in 1845, and 7 in 1866. Nor, again, in the three highest classes, did the numbers increase between 1845 and 1861. In the former year they were 35, and in the latter 36. It appears, however, that in the last six years the numbers of the three highest classes have increased from 36 to 60. In a great degree this is due, however, not to a revived love of Latin and Greek, so much as to the decay and disappearance of a rival school. The two lowest classes have fallen off in the last ten years.

Tenure.

When originally appointed in 1827, Dr. Low's appointment was *ad vitam aut culpam*. When the schools were brought together in 1829, under the title of the Public Seminaries, he was reappointed *ad interim*, and, in 1859, on the incorporation of the High School, he was once more reappointed, on the ordinary tenure of the masters in the school. They may be dismissed by the Directors on six months' notice. Neither he nor any other of the masters is entitled legally to a retiring allowance, but it is in the power of the Directors, in terms of the charter of incorporation, to employ the funds at their disposal, that are not otherwise set apart for special purposes, 'in payment of retiring allowances to teachers in 'any of the departments of instruction, as the Directors may from time to time 'determine to be proper and necessary; all such retiring allowances to be in 'the discretion of the Directors, both as to the amount in each case of the 'annual payment for retiring allowance, and the period during which such pay- 'ments shall be continued.'

Retiring Allowance.

Salary.

Since Dr. Low's appointment in 1827, he has seen many fluctuations in his own position, and in the prosperity of the school. Until 1847, he received a salary of £50 (£20 less than his predecessor had enjoyed), and the fees of his own scholars, those, namely, in the three highest classes. In 1847 or 1848, the Beer Law, on which his salary depended, came to an end, and for three years he had to depend on the fees of his classes alone. The numbers in those years were very small,—27, 21, and 31. The salary was restored through the fund raised by subscription in 1851. Ultimately, in 1859, when the Royal Charter was obtained, it was fixed, that along with a salary of £60 (of which £11 is derived from the Hospital Fund of 1563), the master of this department should receive the fees of all the classes, and should pay an assistant not less than £80.

The subjects taught in this department are classics. It has always been the custom, however, to teach English to some extent by essays on various subjects. Lately this was objected to by the English master as an interference with his province, but the objection was overruled by the directors. Connected with this department there are four bursaries under Ferguson's and Bruce's mortifications. The bursars are appointed without competition, and are generally not distinguished in the class.

[1] There is besides a sewing department for girls.

Dundee High School.

2. *The Mathematical Department.*—The teacher in this department was educated at St. Andrews, and is a graduate of that University. He is a member of the Free Church. His department is divided into three classes, and a complete course extends over a period of three years. The subjects taught here are geometry, practical mathematics, and popular natural philosophy. *The master is forbidden to teach algebra.* This falls under the province of a different department, and its omission from the mathematical department is the first hitch in the adjustment and adaptation of the departments to one another. Connected with this, and with the commercial department, is one very important mortification which sends 21 boys to the High School to study mathematics. Besides this mortification, £1000 has lately been given to the directors of the school, the interest of which is to be applied in maintaining two students at the University of St. Andrews, the appointments to which are to be decided by a competition in Latin and mathematics.

3. *The Commercial Department* is under one master, a graduate of St. Andrews and a member of the United Presbyterian Church. According to the synopsis of the hours of attendance and classes, it should come immediately after the writing and junior arithmetic. It is intended to afford commercial instruction in arithmetic, algebra, and book-keeping. The course is as follows :—First year arithmetic (with particular attention to theory), algebra, book-keeping, and descriptive geography; second year, the same subjects continued, with physical instead of descriptive geography; third year, algebra, arithmetic, mathematical geography, astronomy, and geology. By the theory of the curriculum, the age at which boys ought to come to the first of these classes is thirteen; but by the practice tolerated in the junior arithmetic, fourteen, fifteen, and even sixteen, is the more common age at which they come. Hence the first class is generally a good one; but in the second year the numbers fall off, and not above five on an average remain for the third year. 'The great aim of the boys is to get into 'merchants' offices in Dundee, and they are received into them from thirteen 'years upwards.'

4. *The Writing and Arithmetic Department* is conducted by a head master with three assistants. He is allowed a sum of £30 to help in paying them. The head master was appointed in 1859, and is a member of the Established Church. He has no university degree, but has had great experience as a teacher both in public and private schools. His senior assistant was educated at St. Andrews. All three assistants are appointed by the head master, with the sanction of the directors, and may be dismissed at his pleasure. According to the curriculum, the master here should teach only junior arithmetic; and book-keeping only to girls. As a fact, however, many of the boys complete their arithmetic course here, and both boys and girls learn book-keeping.

5. *The English Department* is under one head master and five assistants. As in the case of the writing and arithmetic master, £30 are given by the directors to assist in paying them. Altogether the master expends in salaries on his assistants £220. The branches taught are from the English alphabet up to composition and literature. According to the curriculum, four years should be spent here by boys on the classical side, and seven by boys and girls on the modern side of the school.

6 and 7. *The Modern Language Department* is under two separate and independent masters, one for *French* and one for *German*. The French master was appointed in 1858, had been educated at Paris, Heidelberg, and Berlin, and when elected to Dundee was modern language teacher in Birkenhead Grammar School.

The nominal curriculum for the *French* classes is one of three years, but the third year of the course is very badly attended, by the boys at least. The average attendance in the boys' first-year class has been thirty-four during the last six years, whereas the average attendance in the third year during the same years has been only one. The average attendance in the girls' first-year class has been thirty-seven, and in their third year class eighteen. The cause of the smaller and shorter attendance of the boys is probably attributable to the condition and character of the population. The people desire that their sons should get as much knowledge as possible in a short time, in order that they may be ready to enter offices very early, and earn money at a time when other boys are being educated. Consequently they are sent to a great many classes, six or seven a day, and are kept a short time at all of them, except writing. Many remain seven and eight years at writing, but almost none remain more than two years at French. With the girls it is rather different, and some of them become really good

Dundee High School.

French scholars. There is danger also that in consequence of the attendance at so many classes the boys may be too fagged to give any time to their home work.

German is taught by a separate master. The course is intended to be one of two years. Not very many of the boys and girls study German; but besides his salary and fees from the high school, the master here, as in the French department, supplements his income by private teaching in other schools, or in families in Dundee.

8. *The Science and Art Department* is under a thoroughly trained teacher. The subjects taught are:—1. Freehand drawing; 2. Geometrical drawing; 3. Mechanical and architectural drawing; 4. Shading from copies; 5. Painting from copies; 6. Painting from nature. The classes meet from nine to four, and beginners generally attend one hour, more advanced pupils two hours daily. The numbers attending these classes are 99 boys and 82 girls; of whom 72 boys and 47 girls are between twelve and sixteen, and 7 boys and 26 girls are above sixteen. The master's income from fees (11s. to 13s. a quarter), after deducting all expenses, is £269, 13s. He is allowed a salary of £10 for an assistant. In the above calculation we have not reckoned the evening classes which are very numerously attended by artisans, teachers, and middle-class students, whose time is fully occupied during the day.

Our attention was especially called by one of the directors to the position in which this department was placed. The master complains that while its efficiency has been proved by its success, and by the large numbers attending it, the Government aid has been so much diminished as to threaten its existence. Into this question it is not our duty to enter. We have much pleasure, however, in giving that portion of the head master's statement that shows the success of his pupils and the advantage taken of his classes by artisans and others in Dundee:—

'The total number of students who attended the Central School in the year '1864 was 413. This number is made up of 275 middle-class students, being 'children of shopkeepers, merchants, manufacturers, lawyers, clergymen, etc., 'on none of whom the school could obtain any aid whatever; and 138 artisans 'and teachers, on whom the school could claim if they passed an examination; 'but of this latter number only 50 were in attendance on the day of the inspec-'tor's visit, and of that 50 not more than 35 were willing to submit to examina-'tion. The number of medals obtained was 14; we could only claim on 7 of 'these. The number of medallions was 4; we could claim on 1 only. The 'number who passed second-grade subjects was 42, on 28 of whom we were able 'to claim payment. The total number of students, therefore, on whose account 'we obtained payment was 36, and the number who were taught, but on whom 'we received no payment, was 377. Yet this school stands very well in the 'reports.'

9. *The Phonographic Department* is something quite peculiar to this school. It was founded and endowed a few years ago by Mr. Caird, who gave £100 for the 'encouragement of phonographic classes.' The master teaches 'Pitman's *Phonetic Shorthand*,' and employs as his text-books, Pitman's *Phonographic Teacher*, *Manual of Phonography*, and *Reporter's Companion*. The *Cabinet* and *Shorthand Magazine* are employed as reading books for pupils who are sufficiently advanced to require them. There are, we believe, 36 phonographic scholars, but we cannot say what measure of success has attended this novel experiment.

Scholars.

It was a very difficult matter to ascertain the total number of scholars. There is no enforced curriculum, nor any general enrolment book. The secretary has a complete list of the pupils in each department; but in order to arrive at the exact numbers in the whole school, it was necessary to compare these lists, so that each name should occur only once. A small general fee is paid in each department by every scholar; but a better plan, and one that would insure an accurate register of the enrolments, would be to exact one matriculation fee for entrance to all the departments in the school. At the time of our visit, there were in all 528 boys, and 274 girls, on the roll of the school. These were distributed in departments as follows:—

	Boys.	*Girls.*
Classical, ...	127	...
Mathematical, ...	80	...
Commercial, ...	84	...

Dundee High School.

	Boys.	*Girls.*
Writing and Arithmetic, . . .	356	191
English, ...	310	239
French, ...	48	84
German, ...	25	13
Science and Art, ...	99	82

In the three highest departments, the classical, mathematical, and commercial, which represent the former grammar school and academy, there are no girls. Into all the other classes they are freely admitted; but in the senior divisions they are taught separately from the boys.

The ages of the scholars are as follows :—

Age and Status.

Under 8 years.		8 & under 12.		12 & under 16.		16 & above.		TOTAL.	
Boys.	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*
27	9	177	47	272	178	52	40	528	274

They belong to all classes of the community; but the English classes, especially the junior ones, and those for writing and arithmetic, where the fees are low, are much more mixed than the others. We found a number of labourers and working-men's children in the former, few or none of them in the grammar school or academy, as the three highest departments are still called. We took 52 names in their order, from the register kept by Dr. Low, and found the following result :—

Six were sons of professional men—2 clergymen, 3 writers, 1 physician.

Sixteen were sons of merchants, or others of equal rank.

Two were sons of farmers.

Twenty-eight were sons of persons in miscellaneous employments,—shopkeepers, clerks, managers of works, etc.

Yearly examinations.

At the end of each year, the pupils are examined in classics, mathematics, and modern languages, by the Professors of St. Andrews University. This examination is of great importance both to the teachers and to the scholars, and establishes the desired connexion between the High School and the University. It is to be regretted that only a few boys, 4 or 5 annually, proceed to college. The masters in the examined departments highly approved of annual examinations and reports on the school, with the provision that the examiners should be 'practical men, or men experienced in teaching.'

§ EXAMINATIONS.

1. In the *Classical Department* we found the boys divided into five classes, representing a course of five years. The boys being promoted according to the almost invariable Scotch rule, by seniority from year to year.

The two junior classes were effectively taught by Dr. Low's assistant. In the younger, there were 31 boys, of whom 23 were between eight and twelve years of age, and 8 were between twelve and fourteen. They had been but three months in *Latin*, and were well advanced in grammar. In the second class, there were 36 boys, of whom 7 were between eight and twelve, and 29 between twelve and fourteen. They were well drilled in grammar, and were able to translate Jacob's *Reader*, Part II. Each of these classes is two hours a day with its master.

The third, fourth, and fifth classes are taught by Dr. Low himself. In the fourth class, there were 20 boys between fourteen and sixteen years of age. They were reading Sallust and Arnold's *Latin Prose Composition*. In the former, the translation and parsing were good, and the teaching careful. Arnold's book was admirably used. We have never seen more exact, or accurate, or interesting teaching. The fifth Latin class, composed of 7 boys between fourteen and sixteen years of age, was the only one that made a poor appearance. Their translation of Livy, and their acquaintance with their work generally, were unsatisfactory. They made nothing of an easy sentence of English to be rendered into Latin. This class has one hour a day, all the others have two.

There are three *Greek* classes, in which altogether there were 17 boys. The style of teaching was excellent, and the boys were well up in grammar and parsing. The two highest classes have an hour a day between them under Dr. Low. The lowest has an hour a day with his assistant. Xenophon and Homer were the text-books in the highest class.

Dundee High School.

The impression given of the classical school, as far as the teaching was concerned, was most favourable. The scholars sent from the school, we were not astonished to hear, are proverbial for their 'accuracy' in St. Andrews. As we have said, however, very few of them go there, or to any university. Not more than 3 on an average of those who begin the course end it. Two scholars trained under Dr. Low have gained within the last five or six years theological scholarships in the Free Church College, Edinburgh; and 2 have gained Guthrie Scholarships at St. Andrews. In 1866, 1 of his boys gained the Tyndal Bruce Scholarship at St. Andrews; and in the same year, 2 others gained open exhibitions in Oxford, one of them at Balliol. A few years ago, the thirtieth place in the Indian Civil Service was gained by a boy from the school, but his success was due to his proficiency in modern languages.

2. Of the 80 boys in the *Mathematical School*, 74 are between twelve and sixteen, and 6 are above sixteen. These are divided into three classes. In the first class, there are 55 boys who have an hour every day, and a second hour on alternate days of the week. The daily hour is devoted entirely to the study of geometry, and the work gone over is the first four books of Euclid, with many geometrical deductions. The alternate hour is devoted for the first half of the session to the study of popular natural philosophy; for the second half, to the study of practical mathematics, with such parts of mensuration of surfaces as can be worked out independently of logarithms and trigonometry.

In the second class there are 23 boys who have the same amount of time as in the first class. The daily hour of this class is occupied exclusively with theoretical mathematics, the subjects gone over being Euclid's first six books, with part of the eleventh, and also plane trigonometry, with many geometrical deductions. The alternate hour is occupied partly with chemistry, and partly with practical mathematics. In the latter the subjects taken up are mensuration of substances, plane trigonometry, mensuration of heights and distances, with logarithms.

In the third class there are only 2 boys, who are carried on further in the subjects of the second class. These 2 boys are the remaining representatives of a class of 52, which in its second year numbered 21. This rapid decline the mathematical master attributes to the fact that boys join his class at too late a period of the curriculum.

In the *viva voce* examination the boys of the first class did remarkably well, not only in the propositions prepared for the day, but in working out geometrical deductions from the ground they had gone over. There was much interest and life shown by them in their work, and skill and knowledge in their master. A mixed paper was set the senior boys, from the first six books of Euclid. The following was the result of the examination:—

Number.	*Age.*	*Session (in Department).*	*Classes attended in the School.*	*Marks, Max. 230.*	
1	14	2d Session.	5	30	
2	15	Do.	5	70	
3	15	Do.	4	80	
4	15	Do.	4	210	
5	15	1st Session.	5	100	
6	16	2d „	4	120	
7	14	1st „	4	33	
8	13	2d „	6	100	Average,
9	14	Do.	3	95	107.
10	14	1st „	4	35	
11	16	2d „	4	150	
12	16	Do.	6	115	
13	16	Do.	3	180	
14	16	Do.	4	110	
15	15	Do.	4	140	
16	16	Do.	5	145	
17	15	Do.	2	125	
18	14	Do.	2	80	

3. The *Commercial Department* and the *Arithmetic and Writing Department*

have, to some extent, common work. By way of comparing the results of the teaching common to the two departments, we set the same paper in arithmetic to the highest class of the Writing Department and to the second class of the Commercial Department. Dundee High School.

In the Writing and Arithmetic Department, 35 boys did the paper. Their ages were as follows:—

5	were	12 years old.	Some of these boys had been six years in the class; most of them had been three, four, and five years.
15	,,	13 ,,	
12	,,	14 ,,	
3	,,	15 ,,	

The maximum of marks for the paper was 200. The average gained was $32\frac{1}{2}$; only one got more than 50 marks.

In the *Commercial Department* 24 did the paper. Their ages were as follows:—

1	was	13 years of age.	Only one of these had been more than one session in this department.
10	were	14 ,,	
9	,,	15 ,,	
4	,,	16 ,,	

The maximum of marks was 230, 30 being added for two sums in algebra. The average gained was $67\frac{1}{2}$; only 7 got less than 50, and 5 got more than 100. The paper was simple and elementary.

The *viva voce* teaching of algebra in the Commercial Department was sensible and thorough, a little slow perhaps, but the boys seemed to be interested in the work. In the highest class there were 4 present. They did a paper on algebra. Two of them answered remarkably well; the two others came in late, as they had been detained elsewhere, and did the paper fairly.

The conclusion come to as regards the teaching in this department was favourable. The master's position is a very unsatisfactory one. In our general remarks on the school we shall have occasion to notice the extraordinary competition between the Commercial and Arithmetic Departments, and to suggest some reorganization of the school.

4. For the *Writing and Arithmetic Department* there is a head master with three assistants. So far as is practicable the boys and girls are taught separately. In writing there are six classes, averaging 88 scholars in each. These are divided into smaller sections, averaging 13 in each. In arithmetic also there are six classes with sixteen divisions. Besides the paper set to 35 boys in the highest class, a selected number of the juniors was examined. One section of 11 boys and 11 girls did a simple paper of six sums with the following result:—

Sums.	*Correct.*	
	Boys.	*Girls.*
1	9	3
2	5	3
3	5	3
4	0	1
5	1	2
6	0	2

Nine girls—3 out of each division of the highest class—did sums in

1. Addition of vulgar fractions, 2 correct.
2. Multiplication ,, 2 ,,
3. Division ,, 6 ,,

In arithmetic the work on the whole was very elementary.

In book-keeping there was one class in two divisions at separate hours. There were 12 boys and 34 girls learning book-keeping. The master considered the class too elementary to do papers. He examined them orally from one of the Irish National School-Books. There seemed to be a diffident and subdued tone about both teaching and answering.

Dundee High School.

Of the Writing Department proper it is hard to speak too highly. The organization was perfect; large classes were handled with the greatest ease, and were kept without effort in complete control. The whole working in its details was systematic, and the results consequently satisfactory, and indeed excellent.

5. In the *English Department*, all the boys and girls (except 15 of the latter) were under sixteen. The 15 girls belonged to the highest or private class.

The first or lowest class contained both boys and girls (36 boys and 14 girls); 26 of the boys and 11 of the girls were under eight years of age. There are besides nine classes of boys and nine of girls; 48 being the greatest number attending one class. The department is managed by one head-master and five assistants. The salary (£30) and fees together amount to £640, of which the assistants get amongst them £220. We spent nearly the whole of one day in this part of the school, and examined the 2d, 3d, and 4th classes of the juniors, the 8th, 9th, and 10th classes of senior boys, and the 8th and 9th girls' classes passed a written examination in grammar, history, geography, and English literature.

(1.) *Junior classes.*—These read their usual lesson-book, and were besides examined in spelling, the geography of Scotland, and one division of them in Bible history and geography of Palestine. The reading was not so good as it should have been. In one division of 36, all over eight years of age, it did not appear to us that more than 6 could have passed the reading of Standard III. under the Revised Code. The spelling was rather below the mark; the geography was better done; and in Bible history, 2 boys in a division of 21 answered remarkably well. Indeed, it would be rare in the best inspected schools to get more ready or accurate answers than those given by these two boys both in historical events in the New Testament and in the geography of Palestine. These boys had been previously educated in a ladies' school. Some of the others did fairly.

(2.) *Senior classes.*—The *viva voce* examination was in reading, with general questions suggested by the passages read, and geography. The examination was not quite satisfactory; but allowance must be made for the fact that the scholars were unaccustomed to oral examination by strangers. Afterwards 13 boys were taken at random (every second boy in a class of 26) to write from dictation a short and simple piece from the lesson they had just been reading. The result was as follows:—

Mistakes.	*Boys.*	*Writing.*	*Boys.*
0	3	Good, . .	3
2	1		
4	3	Fair, . .	4
5	1		
6	1	Indifferent, .	2
12	1		
15	2	Bad, . .	4
above 15	1		
	13		13

Of the 3 who made no mistakes, 1 had been five, 1 six, and 1 seven years at the school. The boy who made 12 mistakes, had been two, and the 2 who made 15 mistakes had been three years at the school. The piece was read out partly by the head master, and partly by one of the assistants.

3. *Senior Girls' Classes.*—The two highest classes of girls (47) did an English paper, consisting of questions in grammar, English history, geography, English literature, three questions in each subject, the value of the whole being 200, or 50 for each subject. The writing was good; the spelling indifferent.

The following table shows the age of each scholar, the number of years during which each had been at the school, and the marks gained by each:—

Dundee High School.

No.	*Age.*	*Years at School.*	*Marks.*	*No.*	*Age.*	*Years at School.*	*Marks, Max. 200.*
1	15	2	34	25	13	2	1[0]
2	15	2	22	26	15	0¼	13
3	17	7	34	27	17	4	20
4	15	2	33	28	14	3	12
5	16	2	33	29	14	3	9
6	15	5	25	30	16	2	17
7	16	2	17	31	15	2	11
8	14	2 weeks.	10	32	14	5	6
9	13	2	12	33	15	3	17
10	15	2	14	34	15	3	20
11	16	2	17 } Copied.	35	14	4	17
12	15	5	17 }	36	13	3	15 } Average, 18
13	17	5	18	37	14	5	8 } Copied.
14	15	3	28	38	14	4	8 }
15	15	1	20	39	15	4	0
16	16	3	34	40	15	4	5
17	14	4	32	41	15	7	11
18	12	3	29	42	15	2	15
19	...	...	...	43	15	3	10
20	14	5	35	44	15	4	15
21	14	2	36	45	15	6	11 } Copied.
22	14	2	32	46	15	6	11 }
23	14	3	23	47	14	3	18
24	15	2	28				

Remarks.

We leave these results to speak for themselves. On the whole, the department did not seem to us perfectly satisfactory. We attribute this mainly to its size. It is probably too large for any one master with a staff of young assistants necessarily raw and inexperienced in teaching to manage effectively.

6. The *French Department* was divided into three classes for boys, and three for girls. The teaching was systematic and excellent; but the master complained that he could not get enough of work done by the boys at home. His method implied a great deal of home work, but he found that he could not persuade the boys to give even a short half hour a day to preparation. Notwithstanding this, which was a necessary consequence of the large number of classes that each boy attended, we were struck with the great amount of real work that was got out of the scholars. The course of instruction is as follows:—In the junior class De Fivas' *Grammar*, and translations from poetry and prose are done, and recitations in French are practised regularly. In the second class, De Fivas' *Grammar* is finished, and translations from Fénélon, Rousseau, and Buffon are done. Translations from English into French are also commenced, and recitations regularly practised. In the third class the course of study comprehends Chessel's *Grammar* and *Exercises;* regular translations from French into English, in both prose and verse, and regular translation from English into French, besides recitation in French. In one session as much as the first fifty pages of Macaulay's *History of England* had been translated, and 800 lines of Molière committed to memory. All three classes undergo written examinations or competitions every month. We examined a number of the papers done in these competitions, and they were thorough and searching, and gave evidence of first-rate teaching.

We examined the boys' second-year class, and the girls' third-year class, on paper. The result of the examination of the girls was satisfactory. Every one of them appeared to be well taught, and 7 out of 14 did remarkably well. Three of those girls recited the beginning of *Le Misanthrope*. They not only repeated the words accurately, and with a good French accent, but they seemed to enter into the spirit of the play, and to appreciate the whole drift of it. This struck us as a first-rate exercise.

The boys did not do so well as the girls, either in their paper-work or their recitation. They seemed careless about the first, and ashamed of the second.

Dundee High School.

One or two of them did fairly, but the English spelling of nearly all of them was very defective.

On the whole, these French classes were more thoroughly taught than any others that we had seen; the order and discipline were good, and the amount of work got out of the classes most satisfactory. We have mentioned elsewhere that one of the chief honours gained by the school was the 30th place in the Indian Civil Service List in 1863. The success of this pupil was mainly due to his knowledge of modern languages. He stood seventh of the whole list in French, German, and Italian, and four of those above him had been educated abroad.

7. The *German Department* consists of 25 boys and 13 girls, and these are divided into two classes. One class was examined *viva voce*, and to the other a paper was set. Both did very well, the girls in a marked degree being superior to the boys. The teaching seemed careful and good.

REMARKS.

From the above review of the whole school, we think that both its defects and merits can clearly be judged. The teachers are able and thoroughly earnest, and the classes are as well taught as in any school we have yet seen. The serious blot is the want of an enforced curriculum, and the confusion that arises between the Mathematical and Commercial departments on the one hand, and the Writing and Arithmetic on the other.

By the scheme of instruction issued by the directors, boys ought to remain in the junior arithmetic only four years, and should then pass on to the Commercial and Mathematical Departments. But in reality they remain six and sometimes seven years. They are induced to do so, partly, at least, by the lower fee that is charged in the one department than in the other. Both the Commercial and Writing Departments supply the same article, but the demand is naturally for the less expensive. The teacher of the Writing Department teaches arithmetic over and above writing for an additional fee of 1s. Thus a pupil attending the writing-master pays 5s. a quarter for one hour daily in writing, and if he takes an hour in arithmetic besides, 6s. a quarter, with 2s. for writing materials, and 1s. for general school expenses. But the fee in the Commercial Department is 10s. 6d., with 1s. 3d. for general school expenses. Parents naturally prefer 1s. worth of arithmetic from the writing master to 10s. 6d. worth from the arithmetic master. Nor can the writing master, so long as he is allowed to teach arithmetic, refuse to admit those who wish to learn it from him. For the scheme of instruction is not obligatory. It merely *recommends* a certain course, and a limit in the years of attendance in each department, but in reality allows a boy to stay as long as he pleases.

By the curriculum also, it is intended that book-keeping shall belong, except for girls, to the Commercial Department; but this exception has led somehow to its being taught to boys also in the Writing Department. The consequence of all this is thus summed up by the Commercial and Mathematical masters:—

'(1.) Their classes are much less numerously attended than they ought to be, 'the former (the Commercial) being directly affected, and the latter indirectly, 'since it is almost invariably the case that those who enter the Commercial 'classes enter the Mathematical also.

'(2.) Of those who do enter these classes, the disparity of age is so great, as 'to render it very difficult for the masters to adapt their course of instruction 'to all.

'(3.) From the fact that many are fifteen and some sixteen years of age before 'entering, their minds are more set upon finding a suitable opening in business, 'than upon pursuing a course of mathematical studies.

'(4.) From the advanced age at which the boys enter, a majority leave after 'one year's attendance, and a third class is rendered impossible.

'(5.) The incomes of the mathematical and commercial masters are thereby 'seriously diminished.

'(6.) A precedent is thus afforded, which, if acted on by the other masters, 'would reduce the institution to complete confusion.'

These matters have frequently received the attention of the directors, and they are fully aware of the points on which the school arrangements seem questionable or wrong.

In their latest expressed opinion (1860), a sub-committee appointed by them

'to consider the existing arrangements of the classes of the Institution, and report whether it be expedient to make alterations thereon, with the view of better adjusting the various departments to each other,' made certain recommendations which, if carried out fully, would have gone far to remove most of the evils at present complained of. We cannot enter fully into the details of their scheme. It recommended that there should be three courses of study open to the scholars, one for girls, and the two others for boys. Those for boys they distinguished by the using terms 'Classical Side' and 'Modern Side,' or 'Classical Course' and 'Modern Course.' To each of these two courses they assigned a period of eight years; and the plan of study that they recommended was as follows:— Dundee High School.

Classical Side.—The boy entering on this course is presumed to spend four years in the English department. He combines with English in his second year arithmetic and writing. In his fourth year he begins the study of Latin, so that in the last of his English course his classes are—English, writing, arithmetic, and Latin. In his fifth year, his English course being now ended, he adds French. In his sixth year, or the third of his Latin course, he begins Greek, if he chooses, and in that case gives up writing. For junior arithmetic under the writing-master, he substitutes more advanced arithmetic and algebra in the Commercial department, and geometry under the mathematical master. In his seventh year, he substitutes German for French, which he has now studied for two years, and in his eighth or last year his classes are—arithmetic, algebra and book-keeping in the Commercial department, one hour and a half; geometry, trigonometry, etc., in the Mathematical department, one hour and a half; Latin, one hour; Greek, if he chooses it, one hour; German, one hour; in all, six hours, of which three are given to mathematics generally, two to classics, one to German. Throughout this course the drawing classes are so arranged that scholars can select the years for attending them that best suit themselves.

Modern Side.—The boy entering on this course spends seven years at English. In other respects he follows mainly the same course as a boy on the classical 'side.' English throughout takes the place of classics, any gaps being filled up by additional hours of writing, French, etc.

The sub-committee supported their scheme with very sound and reasonable arguments. They justified a four years' course of English on the classical side as contrasted with a seven years' course on the modern side. 'The pupil,' they said, 'who successfully prosecutes the study of the classics is really, 'though indirectly, through them learning his own language in the most 'thorough and efficient way. It is through the study of the ancient lan-'guages that a knowledge of the principles of grammar and the structure of 'language is best acquired; and the classical student, who has a thousand un-'sought opportunities of observing the innumerable etymological relations which 'exist between these languages and the English tongue, unconsciously, yet surely, 'acquires a far deeper and more accurate knowledge of the latter than can be 'imparted by direct English tuition. It has long been the custom, moreover, in 'the senior Classical department, to prescribe exercises in English composition; 'and the committee think it both legitimate and desirable that such exercises, and 'others of a cognate character, should continue to be prescribed in that depart-'ment, that the pupils in attendance there may be trained to the familiar use of 'their own language.'

The directors substantially adopted the report, and approved of the scheme, which was accordingly printed for the guidance and direction of parents and masters. But unfortunately the directors contented themselves with merely recommending it to their approval. They left it still entirely optional on the parents to choose such classes as they pleased for the boys, and in the power of the masters to prolong the course, in his own department, as long as he pleased. Things, therefore, were left very much as the sub-committee found them. The changes and improvements they proposed were not carried into effect; and perhaps, in a greater degree even than in other schools, where full license of choice is given to parents and boys, there was a want of balance, system, and adjustment in the High School of Dundee.

We would suggest the following as the best means of restoring system to the school, all the more readily as our opinion of the necessity of some re-arrangement, and our view of the remedy are very much the same as those of the sub-

Dundee High School.

committee and the directors themselves, who have often and carefully considered the question.

1. The appointment of a rector.

2. The redistribution of the branches to be taught in the different departments. The teaching in the Writing Department might be restricted to writing and book-keeping for the boys, with the addition of arithmetic for the girls. No boys should be allowed to learn arithmetic in it; but all of them should be carried through arithmetic from first to last in the Commercial Department. On the other hand, book-keeping might be taken away altogether from it and attached to the Writing Department. It might also be advisable to hand algebra over to the Mathematical Department. By these means, those boys who wished to learn arithmetic would necessarily come to the Commercial Department earlier than they do, and would spend a full course of three or four years in the study. Each of the three departments would be confined to subjects that naturally attached to it,—one to writing and book-keeping, a second to arithmetic, and a third to mathematics

3. The enforcement, as far as possible, of one or other of the courses of study recommended by the directors. This, however, is a question with many difficulties, and as it would bear hard, especially on poorer students, who might wish the advantages of Dundee High School for some particular branch, the enforcement of the rule would require to admit of many exceptions. [H.]

XIII.—MADRAS COLLEGE, ST. ANDREWS.

Madras College, St. Andrews.

History.

Visited Dec. 10, 11, 12, 1866.

The minutes of the Town Council of St. Andrews extend back to 1656, but do not go far enough to show the establishment of the original Grammar School. The Town-Clerk examined the minutes of the Council, and reports to us that he can give us no information prior to 1714. In that year the Town Council appointed Mr. Francis Gray, precentor of the Town Church, to assist the master of the Grammar] School, and to teach English, writing, arithmetic, and vocal music, 'and lest differences might arise betwixt him and the master, the Council 'enact, that Mr. Gray shall assist the master, as doctor, in teaching Latin, Eng-'lish, writing, and arithmetic.' In 1723 the Council deposed Mr. Gray from his office of assistant, and also from that of precentor, and of the same date (November 16, 1723), 'considering that Mr. Patrick Lindsay, the master, hath faithfully and 'conscientiously behaved himself as master heretofore, yet now, by reason of his 'old age and infirmity, is not able to use discipline in the school,' resolve to depose him, and appointed, on the 27th of November, Mr. James Angus, Keeper of the Library of the University of St. Andrews, to the vacant offices of master and precentor.

We have no information respecting the school from that date till July 1825, when it appears from a minute of Council that Mr. David Crichton, teacher at Anstruther, was appointed to the office of master of 'the English School in this 'city.' From this it would appear that two schools, a Grammar and an English School, had been established in St. Andrews between 1725 and 1825, and that both of them were under the management and control of the Town Council and Magistrates.

Madras System of Instruction.

In 1831, Dr. Andrew Bell, by deed of indenture and declaration of trusts, transferred to the joint names of the Provost of the city of St. Andrews, the two ministers of the parish, and the Professor of Greek in the University, a sum of £120,000 then in the public funds for purposes connected with education. Dr. Bell was born at St. Andrews in 1753, and was educated probably at the Grammar School, and afterwards at the University of that place. Subsequently he took orders in the Church of England; and after residing for some time in British America, was appointed one of the chaplains at Fort St. George, Madras. While in Madras he was intrusted by the Directors of the East India Company with the management of an institution for the education of the orphan children of the European soldiers. He was unable to obtain the services of qualified teachers to conduct such an institution, and to meet the educational wants of the community he developed the 'Madras or monitorial system of mutual 'instruction,' by which he made use of the more advanced boys in the school to aid in instructing the younger pupils. He remained for seven years in Madras, superintending this institution, after which, on his return to England, he published a pamphlet, entitled 'An Experiment in Education made at the Male 'Asylum of Madras: suggesting a system by which a school or family may 'teach itself under the superintendence of the Master or Parent.' This pamphlet attracted little attention until Joseph Lancaster, a dissenter, commenced to work upon the system, and at the beginning of this century he succeeded in obtaining for it, both in this country, and in Holland, France, and Germany, a large measure of public recognition. The system was at that time known indifferently as the Madras, Lancasterian, monitorial or mutual system. Great rivalry and emulation were excited between the originators of these systems and their respective supporters, and to this rivalry is due in some measure the educational zeal which caused Dr. Bell to leave such munificent bequests in the cause of education.

He left his whole fortune, with the exception of special legacies, in two large bequests, for the purpose of carrying out his educational views, which he had been gradually led to consider as of the utmost importance to the whole human race.[1]

[1] For this account of the history of Madras College we are partly indebted to a Report upon it by Dr. Woodford, H.M. Inspector of Schools.

Madras College, St. Andrews.

Dr. Bell's Bequest.

One deed conveyed in trust to the then Provost of St. Andrews, the two ministers of the Town Church, to be followed by their successors, and to the Professor of Greek in St. Andrews University, to be followed by the Sheriff-Depute of Fife, and his successors in office, £120,000, to be employed in the erection and maintenance of schools on the Madras or monitorial system. Of this sum, £60,000 (including £10,000, the interest whereof was to be applied 'towards the moral and religious improvement of the city') was allotted to St. Andrews, £10,000 to Edinburgh, £10,000 to Glasgow, £10,000 to Leith, £10,000 to Aberdeen, £10,000 to Inverness, and £10,000 to a Naval School in London. As an equivalent to £10,000, the estate of Egmore, the free rental of which last year was about £450, was left to Cupar-Fife for a similar purpose.

Another deed conveyed the residue of his estate, with special and general directions, to other trustees. This yielded at the time about £25,000, which has been considerably increased by accumulations from interest. The personal legacies were not many, nor of large amount. £1500, in addition to £1000 formerly given, was paid over for the endowment of a lectureship on the principles of education in connexion with the Episcopal church in Edinburgh; £700 to Episcopal chapels in Edinburgh, St. Andrews, and Cupar, also for educational purposes; and £5000 to the Education Committee of the Church of Scotland. £3000 was set apart for schools in Fife, from which twelve schools have been aided, while £700 remains for distribution; and £8900 for schools in England, of which £2600 remains for distribution; while, with the accumulations, there will still remain £11,000 or £12,000 available for educational purposes in Scotland generally.

Dr. Bell had intended to leave his whole fortune as an endowment to the United College of St. Andrews, on condition that the Madras system should be carried out in all the classes, as in his opinion this system was equally applicable to the studies in university classes, and to the training of children in elementary knowledge. The authorities of the University did not feel themselves warranted in laying the University under the absolute obligations which accompanied the endowment. A reaction had set in against the monitorial system. It began to be manifest that it was not calculated to be of much service as an educational agency, and the results began to show that neither monitors nor children were thoroughly educated by means of it. The controversy had served its purpose, in arousing the attention of the public to the necessity of elementary education, and so far it had been beneficial. But, except in a very modified form, the system of mutual instruction was beginning to be pronounced a failure, both here and on the Continent, at the time that the University of St. Andrews declined to accept Dr. Bell's endowment. The University scheme was therefore abandoned, and Dr. Bell with undiminished confidence in his system, determined to found schools in large towns throughout the country, and one large Madras College at St. Andrews, to which the Madras schools might stand in the relation of feeders, and by this means his cherished ideas on education might be maintained and propagated.

Town Council of St. Andrews accept Dr. Bell's bequest, and divest themselves of the patronage of the Grammar School.

The Town Council appear to have had no misgivings either as the adoption of the monitorial system, or as to their own right to denude themselves of the trust imposed on them for the maintenance of the Grammar School. The school-houses in both the English and the Grammar Schools were dilapidated, and the Magistrates and Town Council were unable to rebuild or repair them. When, therefore, Dr. Bell offered the sum of £50,000 for the erection of the Madras College, the Council gladly accepted his offer, and undertook any obligations which he deemed necessary. By minute of May 31, 1831,—'The Council take 'this opportunity of again expressing and recording in the strongest terms their 'deep gratitude to Dr. Bell, and that of the community at large, for his princely 'and munificent grant for the purpose of promoting education in this his native 'city, to be conducted on his own excellent system, and request the Provost to 'express to Dr. Bell the high sense of obligation under which the Council feel 'themselves, and the community at large, laid by the doctor's unparalleled 'liberality to the city.

'The Council also, considering that Dr. Bell is desirous that the Magistrates 'and Council should convey to the trustees appointed by him, for the English 'and Grammar schools to be erected by him, the Grammar schoolhouse and 'garden, so as to form part of the grounds to be appropriated to these purposes,

'unanimously agree to comply with Dr. Bell's wishes in this respect; but as they 'understand that the ground of that school and schoolhouse is mortified in a 'peculiar manner for the purpose of education, and as they have not at present 'access to the title-deeds, they direct the same to be immediately examined, and 'the town's right ascertained, so as the Council may transfer to Dr. Bell's trus-'tees the right to the property which they themselves hold, always, of course, for 'the purposes of schools and education in this city.' Madras College, St. Andrews.

The result of the examination of the title-deeds was the transference of the ground and Grammar-school buildings to Dr. Bell's trustees; and by minute of August 6, 1831, 'The Council having considered the terms of the above deed,' (Dr. Bell's deed of indenture and declaration of trusts), 'and the unparalleled 'munificence of Dr. Bell, hereby agree and bind and oblige themselves and their 'successors in office, to transfer the patronage and right of presentation of the 'Latin and English masters of this city to the trustees appointed by the said 'deed, and their successors in office, upon vacancies occurring therein in time 'coming, and hereby declare the appointment of such masters vested in them 'the said trustees accordingly in future, and upon the understanding always 'that the present salaries (£50 and £25 sterling per annum), now payable by 'the town to these masters, be continued in all time coming to be payable from 'the funds of the town.'

By the arrangement thus made by the Town Council and Magistrates on their acceptance of Dr. Bell's endowment, the old Grammar School and the English School were merged in the new institution. The Town Council and Magistrates divested themselves of all right to the patronage and appointment and superintendence of the masters in these schools, and reserved to themselves and their successors nothing but the right of paying £50 per annum to the classical master, and £25 to the English master.

The Madras College therefore incorporated into itself the only public schools in St. Andrews.

This institution was first opened in October 1833, under two masters, representing those of the two schools that were merged in it, and who were to receive annually, in addition to the old salaries from the town and the school fees, a sum from the Bell Fund of not less than £50 each, provided that the results of the quarterly examinations to be made by the trustees, and recorded in a book for the purpose, were found on reference to be satisfactory over the year.

The school rapidly filled up. The English department, including, as it then did, writing and arithmetic, soon became too extensive to be advantageously conducted by one master, even with any amount of aid from ordinary monitors; and a third master was appointed, to relieve him of the writing and arithmetic. Subsequently the arithmetic was separated from the writing, under another master; and next, mathematics from the arithmetic in the same manner. The writing-master of the time happened to be qualified to teach pen-drawing, and from this originated, as the numbers increased, a separate department for drawing, under a professional master. In the meantime the two primary masters required yet further assistance. From classics was separated a department for modern languages, likewise under an independently competent master, while a classical assistant was still required. In the English department, there were required, besides a principal assistant or second master, three or four junior assistants.

In consequence of this extension of the staff of teachers, the continuation of some annuities on the fund, and further outlay on the building and ground, the Latin and English masters are not in the enjoyment of the £50 a year, conditionally payable to them by Dr. Bell's deed; but it is very probable that their income from fees is considerably greater than had been anticipated.

Constitution and Management.

The management of the Madras College is strictly, in terms of the deed, vested in the Provost of St. Andrews, the two ministers of the parish, and the Sheriff-Depute of Fife, who has succeeded the Professor of Greek. In addition to them, the Lord Lieutenant of the county of Fife, the Lord Justice-Clerk of Scotland, and the Episcopal Bishop of Edinburgh are nominated patrons and visitors of the College, but their duties are more nominal than real. They have a veto upon the nominee of the trustees, but, so far as we heard, they have never exercised it, although at the last election of the classical master there was a differ-

Madras College, St. Andrews.

ence of opinion amongst the visitors as to the different candidates. The power of appointment thus practically remains with the trustees. They are directed also to exact from the children educated in the college such fees only as it shall appear to them that the parents are able to pay without inconvenience; but those children whose parents are unable to pay such fees shall be educated gratis. The trustees are directed also to inspect and examine the College every three months, that they may ascertain the progress of the scholars, and to have a public examination of them annually.

Buildings.

The college is a handsome structure, erected in an area of about four acres, enclosing the picturesque ruin of Blackfriars Chapel. The buildings form a quadrangle, with an inner court, which is surrounded by a corridor or cloisters, from which the class-rooms enter. There is also a detached new building, containing three class-rooms, situated to the west of the quadrangle. There are two playgrounds; the smaller one in front is covered with gravel, and the larger one behind is kept in grass, with erections for gymnastic exercises. Close to the street, at the two corners of the front playground, two commodious dwelling-houses, harmonizing in their architecture with the principal building, have been built for the grammar or classical master and the English master, and in these houses the classical and English teachers each receive a considerable number of boarders.

The internal arrangement of the building is as follows:—

Range.	Room.	Length.	Breadth.	Height.
South,	English, West,	78	30	20
	,, East,	60	30	20
North,	Mathematical,	39	16	13
	French,	20	16	13
	Latin,	45	30	21
	Greek,	20	12	21
	Sewing,	30	17	21
	Trustees' Meeting,	20	12	21
East,	Arithmetical,	68	22	20
West,	Writing,	63	22	20
Detached, West,	Young Ladies,	41	24	14
	Drawing,	41	24	17
	Do.,	14	11	17

The total accommodation, excluding the trustees' meeting room, is for 1540 scholars.

The purchase of the ground, the erection of the College, and masters' and janitor's residences, were, by terms of the deed, not to exceed one-half of the endowment, or £25,000.

Finance.

The financial condition will best appear from the following abstract of the income and expenditure up to 10th September 1866:—

Income and Expenditure.

I.—Income and Expenditure.

Income.

1. Rental of lands, crop 1865,	£1,099	17	5
2. Dividend on Government stock,	224	4	0
3. Miscellaneous,	130	3	10
	£1,454	5	3
4. School fees, and Salaries paid from fees,	2,307	7	9
Total income,	£3,761	13	0

Madras College, St. Andrews.

Expenditure.

Balance on last year's account,	£9	7	6
Annuities,	118	0	0
Bursaries,	95	0	0
Salaries,	557	13	0
Gratis fees,	97	16	0
Prizes,	40	0	0
Improvement and repairs in College and masters' houses,	51	16	2
Public and parochial burdens,	135	13	11
Insurance on buildings and College,	9	16	2
Advertising, printing, etc.,	51	0	1
Miscellaneous,	152	7	5
	£1,318	10	3
Fees, or salaries from fees, as on next table,	2,307	7	9
Total expenditure,	£3,625	18	0
Amount of income,	£3,761	13	0
,, expenditure,	3,625	18	0
Balance in factor's hands, 10th Sept. 1866,	£135	15	0

Salaries.

With regard to the income of the teachers, it is to be observed that, in the English, writing, arithmetic, and drawing departments, the incomes were returned to us by the secretary, and in the classical, modern language, and mathematical departments the incomes were returned to us by the teachers themselves. It will also be observed that there is a slight discrepancy in the amount of money expended on salaries as given in the general abstract of the income and expenditure, and that in Table II., wherein the details of the salaries are given. The explanation of this is to be found partly in the fact noted above, that the amounts were returned to us from different sources, partly in the fact that in the general statement (Table I.) the janitor's salary and the salaries of servants and others connected with the College are included, whereas, in Table II., only the teachers' salaries are given.

II.—Income of Teachers.

Department.		Salaries from College Funds.	Fees or Salaries from Fees.	Total.
	As returned by the Secretary.	£ s. d.	£ s. d.	£ s. d.
English,	Mr. Armstrong,	....	300 0 0	343 8 0
	Do., half fees of private classes, Ladies' Institution,	....	43 8 0	
	Mr. Mathewson,[1]	150 0 0		150 0 0
	Mr. Ferries,	....	60 0 0	60 0 0
	Three assistants at £40 each,	....	120 0 0	120 0 0
	One do.,	....	15 0 0	15 0 0
	One do.,	....	12 0 0	12 0 0
	Junior assistants,	....	4 10 0	4 10 0
	Assistant Master, Ladies' Institution,	....	40 0 0	40 0 0
	Two female teachers, at £15 each,	....	30 0 0	30 0 0
	Total English,	150 0 0	624 18 0	774 18 0
Writing,	Mr. Morrison,	50 0 0	144 11 9	194 11 9
Arithmetic,	Rev. D. Fraser,	50 0 0	302 11 0	352 11 0
Drawing,	Mr. Paterson,	....	317 7 0	317 7 0
		....		
	As returned by Teachers.			
Classics,	Dr. Auld,	50 0 0	253 0 0	333 0 0
	Do. for assistant, (Out of the amount he pays assistant £50.)	30 0 0	....	
French and German,	Dr. Freuler,	50 0 0	430 0 0	480 0 0
Mathematics,	Mr. Lonie,	....	235 0 0	260 0 0
	Do., to assistant,	25 0 0	....	
	Total,[2]	405 0 0	2,307 7 9	2,712 7 9

[1] In addition to the above, Mr. Mathewson receives a Parliamentary grant of £18.

[2] This total sum includes £75 paid to Dr. Bell's trustees out of the Burgh funds in lieu of the salaries of the classical and English masters.

Madras College, St. Andrews.

In attempting to estimate the cost of educating a boy for one quarter at this school, we were met with great difficulties.

The following table, showing the numbers of scholars, the branches taught, the classes, and the fees in each department, is drawn up with a view to come to some approximation. The fees are payable quarterly in advance :—

Departments.		Branches taught.	Scholars each Branch.	Classes and Fees per Quarter.			
				General.	East Room, etc.		West Room.
Scholars.	Name.				Private.	Public.	
				s. d.	s. d.	s. d.	s. d.
785	English, .	English (East, 82, West, 124),	206	....	....	3 0	1 0
		English, with grammar and geography (East, 132, West, 143),	275	....	....	5 0	1 6
		History, grammar, and compn.,	63	....	4 0	....	....
		History, compn., and literature,	241	....	5 0	....	....
470	Writing, .	With pens and ink, . . .	470	....	3 6	1 6	0 9
522	Arithmetic,	(Priv. 227, Public, 147, West 158),	532	....	3 0	1 0	0 6
59	Book-keeping,	.. .. ..	59	7 6	....	....	....
178	Mathematics,	Private class geography, . .	71	....	5 0	....	....
		Theoretical { Algebra alone, .	18	5 0	....	....	....
		Theoretical { Geometry & algebra	90	10 6	....	....	....
		Natural philosophy, . .	32	7 6	....	....	....
		Practical trigonometry, surveying, navigation, etc., . .	32	7 6	....	....	....
160	Drawing, .	Landscape, ...	118	7 6	....	....	....
		Mechanical, military, and architectural, ...	27	10 6	....	....	....
		Painting in water-colours, .	13	10 6	.. .	....	....
		Oil painting, ...	2	21 0	....	. ..	....
145	Classics, .	Latin and	145	10 6	....	....	....
		Greek, ...	17				
212	Modern Languages, .	French, or	211	7 6	....	....	....
		German, ...	40				

In the first place, a difficulty arises with regard to the large portion of the school called the west-room pupils. No fees are paid by these pupils or by their parents; but, on the other hand, fees, as shown in the preceding table, are paid for them by the trustees; whereas the fees charged for the east-room pupils, including private classes, are considerably higher. We therefore omit the west-room pupils in the following calculation.

In the second place, there is some difficulty in estimating correctly the classes attended, and the fees exigible in the Mathematical department. That department is divided into four kinds of classes, viz.,—

1. Geography, including geology.
2. Theoretical classes, including geometry, algebra, and trigonometry.
3. Natural philosophy.
4. Practical classes, including practical mathematics and mechanics, trigonometry, surveying, navigation, etc.

Different fees are charged for different branches, and some scholars attend one, some two or more branches.

Taking, then, the above division into seniors, middle, and juniors, we may estimate the fees of *east-room and private* pupils as follows :—

SUBJECTS.	East-Room Fees. Private.	Public.
The *Senior* boys may attend—		
English,	£0 5 0	*£0 5 0
Book-keeping,	0 7 6	0 7 6
Mathematics—say geometry and algebra, with natural philosophy,	0 18 0	0 10 6
Geography,	0 5 0	† 0 0 0
Drawing,	0 10 6	0 10 6
Latin or Greek,	0 10 6	0 10 6
French or German,	0 7 6	0 7 6
Together, per quarter,	£3 4 0	£2 11 6
Or £12, 16s. and £10, 6s. per annum, as a maximum, but the average of the seniors will probably not cost above £12, and £9, 10s. per annum respectively.		
* With geography. † Included in English.		
A *middle* division of boys may attend—		
English,	£0 4 0	‡£0 5 0
Writing,	0 3 6	0 1 6
Arithmetic,	0 3 0	0 1 0
Geography,	0 5 0	§ 0 0 0
Drawing,	0 7 6	0 7 6
Latin or French, average of 10s. 6d. and 7s. 6d.,	0 9 0	0 9 0
Together,	£1 12 0	£1 4 0
Equal to £6, 8s. and £4, 16s. per annum, or say £6 and £4, 10s. as an average.		
‡ With geography. § Included in English.		
The *Juniors* may attend—		
English,	£0 4 0	£0 3 0
Writing,	0 3 6	0 1 6
Arithmetic,	0 3 0	0 1 0
Latin or drawing,	0 7 6	0 7 6
Together,	£0 18 0	£0 13 0
£3, 12s. and £2, 12s., or say, average £3, 10s. and £2, 10s. per annum.		

It appears that the average age at which scholars come to the Madras is six years, and the average age on leaving is sixteen or seventeen; in other words, the course at the Madras is intended to be one of ten years. Practically there is great fluctuation in the numbers who complete the course. Some few do so every year; but very many come to this school from other schools in the county to finish their education before going into offices. But taking the period of ten years as the course which ought to be followed at this school, and accepting the above approximation as to the annual cost of a boy's fees, it would appear that he can be educated at this school at the following rate:—

Madras College, St. Andrews.

	Private.	Public.
4 years @ £3, 10s. or £2, 10s., . .	£14 0 0	£10 0 0
3 ,, £6, 0s. or £4, 10s., . .	18 0 0	13 10 0
3 ,, £12, 0s. or £9, 10s., . .	36 0 0	28 10 0
Total,	£68 0 0	£52 0 0
Average, private and public, £60, for a period of ten years.		

This is a good deal higher than such a course would cost at many of the burgh schools, but it is rather lower than the cost at Dundee, and one or two others.

Bursaries.

There are eight bursaries at the United College of St. Andrews, tenable by pupils of the Madras College who have been educated there for the space of three years. They may be held for four years, and consist of one of £20, two of £15, and five of £10. Two are presented each year to the two first pupils in Dr. Auld's highest class. The places of the pupils are dependent on an average of Dr. Auld's four quarterly examinations, and the summation of class marks, from daily places throughout the whole session. In the event of a bursary lapsing, it is presented to the best pupil of the College, decided by competitive examination. By Dr. Bell's deed of foundation, no one can hold these bursaries who has not been for three full sessions at the Classical department of the College. Dr. Auld is the only examiner for the bursaries. We did not hear that the bursars had greatly distinguished themselves of late years; but according to Dr. Woodford's Report, formerly quoted, 'on one occasion the Madras College candidates for 'bursaries or scholarships at the University, awarded by comparative trial 'in Latin, amounted to one-third of the whole competitors, and they carried all 'the bursaries except the second.'

TEACHERS.

The staff of teachers consists of the following:—The English department is taught by a first, second, and third master, with a staff of assistants and monitors, and two female assistant teachers; the classical department is taught by a head master with assistant; the mathematical by a head master with assistant; the arithmetic and modern languages by head masters and assistants. There are also writing and drawing masters, and the singing master, who attends in the English department at stated hours weekly. Of the principal teachers, five hold university degrees.

SCHOLARS.

The following table shows the number of scholars in each department, according to our returns of December 1866, and by way of comparison, the number in May 1836, as given in the *Statistical Account of Scotland*, is also shown:—

Departments.	December 1866.						May 1836.
	On Roll.			In Attendance.			Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
All,	517	346	863	475	305	780	798
In English,	469	316	785	428	276	704	629
Writing,	281	189	470	275	180	455	447
Drawing,	112	48	160	106	44	150	30
Arithmetic—Arithmetic,	354	178	532	328	168	496	360
Book-keeping,	57	2	59	55	2	57	...
Mathematics—Mathematics,	140	...	140	130	...	130	40
Geography & Geology,	61	10	71	53	10	63	...
Classics—Latin,	145	...	145	131	...	131	95
Greek,	17	...	17	16	...	16	50
Mod. Languages—French,	143	68	211	133	66	199	...
German,	23	17	40	23	16	39	...

From this comparison it appears that the total number of scholars has not materially altered during the last thirty years, but there has been a considerable change in the subjects of instruction. Modern languages and book-keeping apparently were not taught in 1836. The scholars attending drawing, arithmetic, and mathematics have greatly increased in number, and those in English and Latin are more numerous than they were. On the other hand, there has been no diminution in the numbers attending any of the classes, with the remarkable exception of Greek, which have fallen from 50 to 16. This to some extent explains the small number of students who go from this school to the university. Madras College, St. Andrews.

This being a mixed school, containing gratuitous scholars as well as those who pay fees, it is useless to classify the professions or occupations of the parents. It may be said generally to embrace all social ranks, from the humblest to the higher middle class.

Organization and Examinations.

The organization of the institution is of the following nature :—There are two main divisions in the College, called respectively the 'public' and 'private' classes, the former containing the younger and more elementary portion of the scholars, the latter the older and more advanced. In the following pages we shall adopt this division, and describe the organization and give the results of our examinations together.

1. *Public Classes.*—The public classes are divided into two parts, under the names of the 'west-room' pupils and the 'east-room' pupils. (1.) The 'west-room' pupils are, either in whole or in part, gratis scholars. They number at present— (1.) West-room Pupils. Public.

On Roll.	*In Attendance.*
131 Boys.	124 Boys.
136 Girls.	117 Girls.
267	241

Of these 241 scholars in attendance, 70 are under eight, and all are under sixteen years of age. In the English department they are divided into 13 classes; and the whole staff of English teachers, consisting of the head master, the second and third masters, four male assistants, two female assistants, two sub-assistants, and monitors, is fully employed in teaching this department during four hours each day. The lowest classes are taught reading, spelling, with lessons on objects; the highest classes, reading, spelling, geography, grammar, and dictation.

The west-room pupils also attend writing, for one hour per day, in two divisions; and most of them arithmetic for one hour; and, along with the east-room pupils, music for one hour.

This division of the Madras is under Government inspection, in respect that the second English teacher holds a certificate. The result of the examination by H.M. Inspector for the years 1866 and 1867, is thus summarized in a Report from the Education Department of the Privy Council Office.

'In 1866, out of 235 scholars in average attendance, with 217 qualified for 'individual examination, as having made 200 attendances, 196 were presented 'to H.M. Inspector, of whom

15 failed in reading.
93 „ writing from dictation.
170 „ arithmetic „

'In 1867, out of 295 in average attendance, of whom 196 had made 200 at-'tendances, only 115 were presented for examination, of whom

3 failed in reading.
10 „ writing.
33 „ arithmetic.

'The rate of failures in such a case must of course be measured by reference 'to the number, not of those who were, but of those who ought to have been, 'presented for examination.'

(2.) The 'east-room' pupils pay the full fee, and are taught English by themselves in the east room, and most of them attend writing and arithmetic at different (2.) East-room Pupils. Public.

Madras College, St. Andrews.

hours from those at which the west-room scholars attend. They number at present—

On Roll.	*In Attendance.*
114 Boys.	103 Boys.
100 Girls.	87 Girls.
214	190

Of these 190 in attendance, 44 are under eight, and all are under sixteen years of age. For English they are divided into ten classes. The juniors attend English by themselves for two hours daily; and for two hours daily conjointly with the seniors. The seniors attend for two hours daily by themselves, in addition to the two hours conjointly with the juniors. The lowest classes are taught reading and spelling, with memory tasks and object lessons. The prescribed course for the highest class comprehends 'reading, scope, spelling, meaning, parsing, derivation, 'geography, grammar, history, and physiology, and daily written exercises of 'fifteen words from the lesson, with meaning and derivation.' In both west and east-room divisions religious instruction is given regularly. These pupils also attend writing for one hour a day in two divisions, the seniors by themselves, the juniors with the junior west-room pupils; arithmetic for one hour a day; and singing, one hour a day, along with the west-room pupils.

We examined the 5th class, in which there were 19 present, ages eight to twelve; Constable's *Fourth English Book.*

Reading—good.

Spelling—indifferent. The children were unable to spell easy, familiar words, and on being asked to spell the words in their lesson, they did not do better. No one in the class was able to spell 'wherever,' 'busily,' 'diamond.' They had begun geography, but knew very little about it; one boy about the middle of the class gravely answered that the only mountain in Scotland which he knew was the Caucasus.

In the class above that there were 26 present, ages eight to twelve. Reading, M'Culloch's Series. The master examined this class in reading, spelling, and Bible knowledge, and they appeared to do well.

In the next highest class, there were 30 present; ages nine to thirteen. Constable's *Fifth Book.* Reading and spelling, and general understanding of the words, and meaning of expressions were all satisfactory. Two girls recited the 'Battle of the League' accurately, and with considerable understanding and expression.

In the two highest classes there were 18 present; ages eleven to seventeen.

Reading—Constable's *Sixth Book*—on the whole good.

Explanation—Literal adherence to the text, but on the whole good.

Spelling—Good.

The teacher examined this class in these subjects.

Dictation—The teacher explained that this class was unaccustomed to dictation. The piece selected was therefore very short and very easy, about sixty-five words out of the lesson which they had just read. The result was—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	5	Good, . . .	9
1	6		
2	2	Fair, . . .	8
3	3		
4	1	Indifferent, . .	1
5	1		
	18		18

These classes wrote very slowly and awkwardly from dictation. They were quite old enough to be well versed in it, but they took longer time to write the sixty-five words than many elementary inspected schools would take to write a long paragraph from a newspaper.

The education given in this the elementary part of the school is as above

described: the organization and management of such large classes appear to be good. Madras College, St. Andrews.

3. *Private Classes.*—The higher education of the school consists of higher English, classics, higher arithmetic, mathematics, geography, modern languages, and drawing. This division of the school has got the name of 'private classes,' from the fact that those who wish to attend classes in English, writing, or arithmetic and geography, are taught these branches at certain hours set apart for them, and which, on this account, are called private hours in these departments. Private Classes.

The scholars, as a whole, who attend these private classes are considerably older than those attending the public classes. Some of them have passed through the east-room classes; but the majority come from other schools at a distance, and either board in St. Andrews, or live with their parents, who may have come to St. Andrews for the purposes of education. Their parents are, for the most part, in good circumstances, and they pay much higher fees than the scholars attending the 'public' or ordinary English classes. 'These higher fees,' says Dr. Woodford, 'go to make up what would otherwise be a very limited income 'to the masters of writing and arithmetic in particular. It is apparently with 'this view also that a charge disproportionately high is made for book-keeping, 'especially as it does not include arithmetic, which those in book-keeping have 'to attend at the same time. Thus, also, the mathematical master is appointed 'to teach, at a comparatively high fee, not merely mathematical and physical 'geography, which would not be foreign to his department, but also topographi-'cal and political geography, which should clearly accompany instruction in 'English reading and history. These points have always appeared to me as 'objectionable, but to remedy them would require an allowance in the way of 'salary which the trustees may not at present have it in their power to give.'

English Department.—In this department the 'private classes' are divided into two divisions. In the first or highest there are— English Department. Private.

On Roll.	*In Attendance.*
213 Boys.	191 Boys.
28 Girls.	28 Girls.
241	219

In the second or lowest there are—

On Roll.	*In Attendance.*
11 Boys.	10 Boys.
52 Girls.	44 Girls.
63	54

Of these, 4 boys and 5 girls are under eight years of age, and 7 girls are above sixteen.

The first division is divided into six, the second into seven classes, and they attend four hours daily. The juniors in these classes are taught reading, spelling, memory tasks, grammar, and geography. The course prescribed for the highest classes comprises 'Syntactical and Critical Analysis of Poetry; Figures 'of Speech and Notes on Style; Etymology, Modern History, Geography, Eng-'lish Literature; Milton's "Paradise Lost;" Dictation, Composition, with read-'ing and criticism of essays; Chemistry of Common Life,' etc. In addition to this English instruction, the private pupils, or some of them, attend writing, arithmetic, classics, mathematics, and physical science, modern languages, and drawing and painting.

In the English department we were present with the highest class while the master went through the usual course of instruction for the day.

There were 27 present, all boys, ages thirteen to twenty. They began with an examination in Milton's 'Paradise Lost,' Book iii. 56.

The reading was good, the analysis fair. Answers to questions on the subject seemed to be crammed. They did not come out spontaneously, but apparently in the teacher's own words, given on a former occasion, and taken down on the side of the book in pencil notes.

After the lesson on Milton, the scholars were examined in British history. The lesson of the day was two pages of Chambers's *Educational Course*. They were

Madras College, St. Andrews.

questioned on minute points in these two pages, and answered the questions, but apparently only as a matter of memory. There was no attempt to widen the margin, or to ask general questions either in geography or history. There was nothing but a rigid adherence to the words and sentences of the book.

In Literature, the text-book was Armstrong's *Class-Book of English Literature*. The class had begun at the beginning of the book, and had only got the length of Chaucer, so the examination was confined to questions on Anglo-Saxon authors. The class gave the names of some of these authors, the titles of their works, their dates, and the short criticism of their works, all as given in the text-book. Like the history, the class learns two pages of the Literature for the day's lesson.

Thirty-three boys out of the highest English classes did an English paper for us. It was the usual paper, consisting of three questions in English grammar, three in English literature, three in history, and three in geography. Time allowed, one hour and a quarter; 200, or 50 marks for each subject, was the maximum.

The average age of the boys was fifteen and a half years. The eldest was twenty, the youngest thirteen. Some had been ten, nine, and eight years at the Madras, others only half-a-year; the average was four years. Some attended four, five, six, and seven classes in the school; the average was five.

The average number of marks gained throughout the whole class was only 35. The following table shows the ages, the number of years at the Madras, the number of class attended, and the number of marks gained by the five highest and the five lowest in the class:—

No.	*Age.*	*No. of Years.*	*No. of Classes.*	*Marks. Maximum 200.*	
Five Highest.					
1	15	2	6	120	Average 86.
2	13	0¼	4	92	
3	17	1¼	5	77	
4	14	2¼	4	71	
5	15	8¼	5	71	
Five Lowest.					
1	14	1¾	6	7	Average 14.
2	16	2	5	15	
3	16	9	4	15	
4	15	5	5	16	
5	20	4	5	17	

From this it would appear that the boys who have just come to the Madras do better than those who have been eight and nine years at it; or at least it does not appear that a lengthened attendance at the English classes is calculated to make them better able to answer an English paper than a short attendance. And in connexion with this it must be said here, that the spelling in the great majority of these papers was exceedingly indifferent. The same thing was observable in an English essay, which fifteen of the boys in this class did. The subject was 'Classical and Commercial Education.' They were allowed an hour to it. The essay, with the exception of the spelling, was well done; very much better than the English papers led us to anticipate. The thought, of course, was crude; but the style and expression, and general practised manner in which the boys set about it, were all satisfactory.

Classical Department.

Classical Department.—This department is under Dr. Auld, who was formerly rector of a school in Moffat for six years; and for three years previous to that appointment was head master of the Pulteneytown Academy at Wick. This department represents the old Grammar School, as the English department represents the old English School; and as being representative of the grammar-school teacher, Dr. Auld conceives his tenure to be *ad vitam aut culpam*. The trustees, on the other hand, conceive that, in virtue of a minute of appointment concurred in and signed by Dr. Auld, his tenure is the same as that of the other teachers, viz., from year to year. Which of these views is correct could be decided only by

he courts of law. Two cases bearing on the tenure of office in the Madras ave occurred, viz.:—(1.) *Gordon* v. *The Trustees*, in which Gordon, who was riting master in the institution, attempted to suspend a sentence of dismissal gainst him. This suspension was dismissed, the Court holding that the Madras as a private institution, and that the writing-master's office was not *ad vitam ut culpam*. (2.) *Carmichael* v. *The Trustees*. Carmichael was classical master, nd had this case been prosecuted, the question would have been decided; but here appears to have been some special circumstances connected with it, and it as compromised. Madras College, St. Andrews.

Dr. Auld's position is a peculiar one. He does not know whether he is a urgh schoolmaster or not. The trustees of the Madras College say he is not; he trustees of the Parochial and Burgh-School Widows' Fund say he is, and as uch they insist, by threats of litigation, upon his paying the annual rates to his fund. If he is a burgh-school teacher, he conceives that his tenure is *ad itam aut culpam*, and the trustees cannot dismiss him. In which case he is illing to pay his Widows' Fund rate. If he is not a burgh-school teacher, his enure is from year to year. In this view of the case, he feels it hard that he hould have to pay his rates and yet be liable to dismissal, and so get all the vils and none of the benefits of being a burgh-school teacher. The solution of he question could probably be arrived at only by the solution of a wider question, iz., the legality of the Town Council proceedings in divesting themselves of the ights of patronage.

There are 140 boys on the roll of this department. Since Dr. Auld's appointment in 1850, the attendance has fluctuated considerably, 'owing,' he says, especially to several boarding establishments having from time to time branched off from the parent institution. I entered upon a class of 90; in 1854 my pupils reached the number of 180; at present the total number is 145.' The average age on entering the department is eleven, on leaving, sixteen. The verage number of years occupied by a complete course is five, and the average umber of pupils who complete the course is about twenty per cent. They eave for commerce, the army, and on an average ten a year for the universities. The parents may choose any class in the school; consequently there is no ystematic course, and the master has no confidence in the evenness of the ttainments of the boys. In answer to the question, 'What difficulties, if any, do you find in the discharge of your duty?'—he says, 'The want of a proper curriculum.[1] The annoying evil of pupils entering the classes at all times, from every variety of previous training, and that especially when with such a limited staff, a single master with an assistant (paid at the rate of £50 per annum), we must often be brought into competition, and often in unfavourable contrast, with schools that have an established curriculum. The utter unsatisfactoriness of the so-called annual examination, which is in general a complete sham and imposition on the public, by which the greatest quack and the best showman is certain to secure the greatest amount of popular favour; while the honest worker is often discouraged and unappreciated.'

There are in all five Latin and three Greek classes. The two junior Latin lasses meet from nine till eleven. The three senior from eleven till twelve. The 5th and 4th with the head master, the 3d with the assistant. The enior classes meet again from two till three. The only Greek hour is from welve till one.

All these classes, except the 1st and 3d in Latin, were examined with the following result:—

Latin.	*No.*	*Age.*	*Character.*
2d.	28	12–15	Grammatical exercises—moderate.
4th and 5th.	24	14–17	Crombie's *Gymnasium* done pretty well by the first half.

The 5th and senior portion of the 4th, 11 in all, from fourteen to seventeen ears of age, did a piece of translation from English into Latin. The two exerses were almost good;—2 fair, 7 bad. The lower portion of the 4th, 13 in l, were examined in Livy, Book xxi., as the master did not wish them to General Remarks.

[1] Q. 44, in Notes of Particulars of Inquiry.

Madras College, St. Andrews.

attempt the prose version, and only one or two were able to make anything of the translation. The questions on grammar, construction, etc., were badly answered.

On the whole, the classical teaching resulted in the production of unsatisfactory scholars. Only the two or three boys at the top of each class did well enough. The Latin prose exercise was ill done. The discipline was loose, and the boys appeared uninterested.

Mathematical Department.

Mathematical Department.—This department is under Mr. Lonie, A.M. of St. Andrews, who was appointed master in 1846. He is a member of the Established Church. He is head of his own department, and is of opinion that only Dr. Auld and Mr. Armstrong, as representatives of the old 'Grammar' and 'Parish' Schools, hold their office *ad vitam aut culpam*. The other masters may be dismissed, he thinks, at the pleasure of the trustees, and the case of *Gordon* (writing-master) v. *The Trustees* seems to establish this. Mr. Lonie's income amounts to £235, and he is allowed besides £25 for an assistant. At present he derives an addition to his income, as mathematical examiner in arts in St. Andrews. The salary attached to this is £60 per annum for three years. Mr. Lonie teaches algebra, euclid, trigonometry, and geography. He adds also lectures on geology. He complains of the size of his class-room, and of the limited time that he can devote to his mathematical classes. Some years ago a new arrangement of the school hours was made, by which, instead of five hours a week, only three hours a week were allotted to each class in mathematics. In his teaching of geography, Mr. Lonie pays particular attention to physical geography, and the boys' weekly exercises on this subject and on geology seem particularly well done.

(1.) *Algebra.*—The junior class (about 40) were examined *viva voce* in this subject. They were not very far advanced, having been only a few months at this work. The teaching seemed nearly perfect. Not a great many examples were done in the course of the hour in multiplication, but the explanation and working of the sums were plain and interesting, and the order and discipline were such that each boy had to do his own part without any possibility of copying, which is not unusual in arithmetical and mathematical classes. There was excellent use made in the class of the Madras or monitorial system. Any boy who was in doubt or difficulty with his work had only to raise his hand, and he was immediately joined by some other one who had finished his, and it was the duty of the latter to assist and explain. The boys are expected to do at least one exercise every evening at home. This is shown up in the morning, every boy passing by Mr. Lonie or his assistant with his open exercise book in his hand. At a glance it can be seen whether they have got the correct answer or not. Most of the boys brought up not one or two, but five, six, and even ten or twelve examples in their exercise, and this we were told was their usual custom every day. Mr. Lonie has never had recourse to corporal punishment.

(2.) *Geometry* (Junior.)—In this class there were 14, all in their second session, and mostly fifteen or sixteen years of age. There was set them as an exercise a few definitions, three propositions of the First Book of Euclid, and an exercise of deduction. The whole number of marks attainable was 200, time one hour. Result—

No.	*Age.*	*Session.*	*Classes attended.*	*Marks.* *Maximum* 200.	
1	16	2	5	60	
2	16	,,	4	90	
3	16	,,	5	115	
4	17	,,	4	5	
5	15	,,	4	150	
6	16	,,	3	95	
7	15	,,	6	195	
8	15	,,	1	180	Average 93.
9	16	,,	6	60	
10	16	,,	5	142	
11	15	,,	7	65	
12	16	,,	4	10	
13	15	,,	0	50	
14	16	,,	7	80	

Geometry (Senior.)—Here also there were 14, all in their third session, fifteen, sixteen, or seventeen years of age. A paper was set them from the 2d, 3d, 4th, and 6th books, with an exercise founded on these books. The whole number of marks obtainable was 475, for the four most difficult of the propositions and a few definitions, to which their time (one hour) limited them. Result— Madras College, St. Andrews.

No.	*Age.*	*Session.*	*Classes attended.*	*Marks.*	*Maximum* 475.
1	15	3d	5	130	
2	16	,,	Not given.	221	
3	16	,,	2	140	
4	16	,,	4	300	
5	16	,,	4	250	
6	15	,,	6	340	
7	15	,,	6	300	Average, 232
8	17	,,	5	Did no senior work.	for 12.
9	16	,,	5	475	
10	15	,,	5	50	
11	15	,,	7	190	
12	16	,,	7	115	
13	16	,,	4	270	
14	Not given.	,,	6	Did junior work.	

From Mr. Lonie's classes the boys mostly go to commerce, but about 15 on an average go from this department to the University.

Arithmetic Department.—This department is taught by the Rev. Mr. Fraser, who was educated at Perth Academy, is A.M. of St. Andrews, was appointed in 1854, and belongs to the Established Church. At the time of his appointment, he had been assistant in the English and in the Latin Departments, and was a candidate for the office of English teacher. His tenure is not *ad vitam aut culpam*, but his appointment is renewed each year. The average age on coming to this department is six; the period occupied by a complete course is eight years, but very few pupils complete the course. Several have remained six years, but the majority have to go to other classes long before they have completed their course. Book-keeping, as well as arithmetic, is taught in this department, and at a very high fee,—7s. 6d. per quarter being charged for that subject. This is unusual in schools of the nature of the Madras College, book-keeping being generally taught by the writing-master. In this department 57 boys and 2 girls learn book-keeping. Four of the boys did a paper in this subject, but did not make very much of it. Arithmetic Department.

In the Arithmetic Department, there are four west, and four east-room classes. There are also six 'private' classes for boys and two for girls. These classes are taught by Mr. Fraser and three assistants, of whom two are at college, and attend only on alternate days. They are appointed and dismissed by the head master. The result of the teaching in the inspected part of the school has been given at p. 71. The two highest divisions of the highest class were examined in paper, in addition to the 4 boys who did a paper on book-keeping. The paper was the same as that given at the Dundee Academy. The teacher considered it too easy.

From the following table we learn that the average gained by the highest division was 67 and by the lowest 77 :—

Madras College, St. Andrews.

1st (Highest) Division of Highest Class.				2d (Lowest) Division of Highest Class.			
No.	*Age.*	*Years.*	*Marks.*	*No.*	*Age.*	*Years.*	*Marks.*
1	16	9	70	1	15	6	65
2	15	1	90	2	15	1	60
3	20	4	90	3	15	7	85
4	16	9	70	4	14	5	75
5	15	1	40	5	14	2	150
6	17	9	75	6	14	2	120
7	15	6	70	7	15	9	60
8	15	2	85	8	14	2	25
9	16	2	90	9	16	7	50
10	16	4	50	10	14	$1\frac{3}{4}$	90
11	15	4	20	11	15	2	65
12	15	7	55	12	14	$0\frac{1}{4}$	90
13	16	1	80	13	16	8	60

The average of both divisions is . . 72
The average of the highest division is . . 67
The average of the lowest division is . . 77

Modern Language Department.

Modern Language Department.—This department is under Dr. Freuler, who is a native of German Switzerland. He is an M.D. of Berne, and was educated at Zurich, Wurzburg, Vienna, Paris, London, and Edinburgh. He was appointed in 1862, having previously taught in St. David's Cathedral School, near Carlisle, and in a private school at Peebles. The tenure of his office is from year to year, and he is quite independent of the other masters. The average age at which his pupils come is thirteen, and at which they leave, sixteen. Three years is thus the time occupied by a complete course, but not above eight scholars on an average complete it.

The scholars in this department number—

On the Roll.	*In Attendance*
143 Boys.	133 Boys.
69 Girls.	67 Girls.
212	200

These are divided into five French and four German classes. In the lowest French class there are 110 boys and girls, chiefly between twelve and sixteen. This class meets between four and five daily, except Saturdays.

Dr. Freuler thus describes the working and organization of his classes:—

'Fifty of these returned in my classes belong to the Madras Ladies' Institution. The French class of the Ladies' Institution I have put into four divisions. The two higher of these are taught from three to four in the afternoon; the two lower, from twelve to one forenoon. German is taught from one to two.

'The highest division of my *French* class read this session 'La Henriade,' taking along with it in French from Duruy's History, the period of Henry IV. Besides parsing, analysis, and conversation, they write a weekly French essay.

'The second division read Racine's 'Esthère,' revise Schneider's Edinburgh High School Grammar, the questions and answers being given in French, and write exercises.

'The third division read Schneider's High School Reader, and use the same grammar, also writing exercises.

'The fourth division not being yet acquainted with English grammar, use Ahn's First French Course.

'The *German* class is taught in two divisions, the senior reading Arnold's Companion to the First German Book; the junior in the meantime merely receiving instruction in grammar.'

'In regard to the classes belonging to the Madras College proper, the senior French is taught from 10-11; the junior from 4-5. The senior class read Ra- 'cine's 'Athalie,' revise Schneider's Grammar in French; the highest use Chau- 'dinot's Exercises for advanced pupils. The junior class, being beginners, are 'taught pronunciation and grammar, according to Schneider's system. Madras College, St. Andrews.

'The German, consisting of two classes, attend from 11-12. The seniors 'read 'die Jungfrau von Orleans,' with grammatical instruction from the text. 'The juniors, for the present, are taught pronunciation and the rudiments of 'Müller's Grammar.'

We examined two of the *French* classes on paper, and heard Dr. Freuler teach his junior class. Examinations.

The senior had been two full years in French, and were beginning their third year. The teacher selected 8 out of the class of boys to do the paper. The maximum of marks was 230—200 for questions, and 30 for dictation (five lines of French prose dictated by the teacher), 1¼ hour allowed.

French Papers of Senior Class.

No.	*Age.*	*Years.*	*Marks.*	*Maximum* 230.
1	15	3	55	
2	16½	2½	32	
3	15	7	57	
4	17	1¼	118	
5	15	5	95	Average 69.
6	16	4	32	
7	15	2	107	
8	16	5	53	

These papers, as the marks show, were not very well done; only 1 boy got half marks, and he had only been one year and a quarter at the Madras. The dictation in all the papers was very badly done, the words having been written down vaguely by sound rather than sense, although the teacher translated the passage into English as he read it. The grammar was inaccurate, the translation into English bad. Only three attempted to re-translate from English into French. This was the same paper as the junior French class at Dundee High School did remarkably well, and it was considerably easier than the French paper at Dollar, in which one girl got 190, and in which the average of the girls' class got 108.

The junior class was not better. No dictation was attempted by this class; they were clearly unfit for it.

French Papers of Junior Class.

No.	*Age.*	*Years.*	*Marks.*	*Maximum* 200.
1	15	4¼	39	
2	17	1¼	65	
3	15	4¼	56	
4	15	0	79	
5	16	4	60	
6	16	8	77	
7	15	2	79	
8	16	9	51	Average 58.
9	15	9	35	
10	15	9	34	
11	14	1¼	46	
12	13	4	49	
13	14	1	93	
14	15	2	53	

Madras College, St. Andrews.

By the result of these papers, it appears that no one got half marks. No one attempted to translate from English into French, and the majority of the class got more marks for one or two general questions in history and geography at the end of the paper than for the French. This paper was that which the Arbroath French class did well.

It is worthy of observation, that in this department, as in the English and arithmetic departments, the highest number of marks was gained by scholars who had only been one or two years at the Madras, and the lowest gained by those who have been four years, or, as in the junior French, nine years at the school.

We also saw Dr. Freuler's elementary class, consisting of about 100 boys and girls,—far too many for one man. In this class the teacher dwelt upon minute points in the theory of the conjugation of verbs, and lectured on the principles of grammar, instead of drilling the scholars in their work. This system does not appear to be very successful in a French elementary class.

In the *German* Department there are two classes. In the junior there were 20, among them 3 girls. They had been only three months at the language. To make them familiarly acquainted with the characters, the master had taught them to read sentences and passages (without knowing the meaning), and accordingly they did very fairly in this part of their work. In grammar, they professed a knowledge of the nouns, adjectives, and simple forms of the verb. The teaching, as in the French classes, aspired to something higher than that of mere hearing and saying of lessons. The senior German class, 10 in number, did some work on paper, with the following result :—

Merit.	*Age.*	*Session.*	*Classes.*	*Marks. Max.* 200.
1	13	2d	6	112
2	17 (girl)	,,	3	110
3	17	,,	6	107
4	18 (girl)	,,	5	72
5	17 (girl)	,,	2	65
6	15	,,	7	60
7	16	,,	4	50
8	16	,,	4	45
9	16	,,	6	35
10	17	,,	4	25

Average 68.

So much for the general examination of the Madras College. We have dwelt upon it at considerable length, because of the great capacities which the school possesses, and because of its importance as a seat of middle-class education.

Honours.

List of Honours.

The list of honours and distinctions gained by former students at the Madras College in various departments of life is very considerable, as the following exhaustive letter from Mr. Lonie sufficiently proves :—

5, North Bell Street,
To A. C. Sellar, Esq. St. Andrews, *January* 30, 1867.

'Dear Sir,—In reply to yours of the 28th, I beg to submit the following 'statement of honours gained at the University of St. Andrews and otherwise 'by former pupils of the Mathematical Department, Madras College, during the 'eighteen years (excluding this and the first two sessions of my incumbency) 'wherein my pupils have been engaged in such more advanced competitions and 'examinations.

'1. Having regard to the mathematical and physical classes of the University 'as those for which I prepare, there are three mathematical, one physical or 'natural-philosophical, and one chemical class in the University of St. Andrews, 'yielding five *first* prizes per session ; and I find that of these 90 prizes (calculat- 'ing for eighteen sessions from 1848 to 1866) my pupils have won 45, being

'exactly one-half, in the following order, viz. (beginning with session 1848-9),— '5, 3, 2, 5, 3, 3, 4, 1, 1, 2, 1, 2, 2, 3, 4, 2, 1, 1 first prizes in one or other of these 'five classes. On analysing these numbers, it will be seen that the number of 'annual prize-winners fell after the first seven years, and again rose five years 'ago. These facts I account for (as partially noted to Mr. Harvey in my class-'room) by the circumstance that the trustees of the Madras College reduced 'my time for teaching geometry and algebra from five hours each per week to two 'and a half hours each per week about ten years ago, and the further circum-'stance of my introduction, three years afterwards, of a method of voluntary 'work, which has proved in my experience quite as efficient in preparing the 'willing pupil as was the former double amount of class instruction-time. The 'later or more recent falling-off in the number of my prize-winners is, I believe, 'mainly attributable to the very perceptible decrease in our university-going 'pupils; and this again is due, and easily traceable, to a change in the constitu-'ency of our higher classes being now more largely composed of prospective-'commercial and engineering students, and entirely defective of prospective 'teachers.

Madras College, St. Andrews.

'2. The above-stated proportion, *i.e.*, of one-half of the first prizes having been 'gained by pupils of the Madras College, holds for the separate classes also very 'nearly, as I find, *e.g.*, that my pupils have won the gold medal in the highest 'mathematical class nine times in course of the fore-mentioned eighteen sessions; 'and I have reason, though I have not taken statistics, to believe that it will 'nearly hold for lower places in these classes.

'3. Having kept no register of other examination honours gained by pupils 'of my department, I am unable to give so statistical an account of them, but 'may be allowed to state that I have, in course of the twenty years of my in-'cumbency, prepared students for almost every one of the higher service, and 'other examinations of the country, and I am only aware of two cases of 'failure, and these were both cases of lads who only came to me within a year 'of their examination for cramming. One pupil gained 4th place out of 104 'competitors for Woolwich, and is now Captain R.E.; another, I am told, was 'subsequently 1st, and is Captain R.E.; two others passed the Indian Civil 'Service Examination, of whom one was 3d in mathematics. Two or three have 'gained the Oxford A.A. in the middle-class examinations; nearly a dozen 'have gained similar honours during the last two years in the St. Andrews 'University local examinations; several have passed the Board of Trade exami-'nations in navigation for mate and master of commercial vessels; many have 'passed the Edinburgh Entrance Medical Examinations; a good many have 'passed the Entrance Examinations for Addiscombe (now abolished) and Sand-'hurst; and five have, during the last five years, gained appointments in the 'East India Civil Engineering Service, having taken the 2d, 3d, 4th, 5th, and '7th places respectively therein.

'Regarding these, however, it should be noted, that in every case the pre-'parations were mainly private, though all of them were either at the time of 'special preparation, or previously, members of my public classes, and had got 'the groundwork of their mathematics therein.

'4. Having taken the numbers of Madras College pupils who during the last 'five sessions have gained honours in all the University Arts Classes of St. An-'drews in company with Dr. Auld, I beg further to submit the following as the 'results, which will be seen to bear upon a previous remark as to recent decrease 'of our university-going pupils. We find for 1861-2, that out of 263 names on 'the University honour-list, 79 were those of former Madras College pupils (79); 'for 1862-3, out of 272, we had 68 names; for 1863-4, out of 263 we had 61 'names; for 1864-5, out of 348 we had 53 names; and for 1865-6, out of 336 'we had 49 names. *N.B.*—The names of individuals occur repeatedly.

'5. *Of former pupils* of the Madras College who have subsequently distinguished 'themselves very greatly, I beg to submit from my limited knowledge of their 'life-career the names of Major Aitken, of the East India Army, winner of the 'Victoria Cross; of David Lyell, LL.D., Barrister-at-Law, who gained the very 'highest honours, as well as the degree of LL.D. of London University, in the 'form of their highest medal and exhibition; of Professor Bell, M.D., Professor 'of Anatomy and Medicine in the University of St. Andrews; of Robert Herd-'man, R.S.A., a distinguished young artist; of Mr. William Bruce, C.E., Secre-'tary to the Chief Engineer in India; of Mr. John G. Macpherson, M.A., the

Madras College, St. Andrews.

'only student of the St. Andrews University who has gained first-class mathe-
'matical honours in graduation.

'And 6. As supplementary to the statement in 3, I beg to state that at least six 'Madras College pupils gained the East India medical appointments by public 'competition, and three of them in the 1st place; that the Miller, Carstairs, and 'Cook prizes to senior students of this University have been repeatedly gained 'by our pupils, and that none who sought have failed to obtain their M.A.'— 'I am, etc.,' (Signed) 'W. O. Lonie.'

Remarks.

REMARKS.

Such is the general condition of this important school, so far as we have been able to judge of it. But in arriving at the estimate which we have given, several points demanding criticism have arisen which we propose to deal with briefly here.

1. With regard to the management. In compliance with Dr. Bell's deed, and the acts of the Town Council relative to it, the entire management of the School lies with the four trustees, viz., the two Established Church clergymen of the parish, the Provost of St. Andrews, and the Sheriff-Depute of Fife, three of whom form a quorum. The last-named trustee rarely, if ever, attends the meetings, and takes very little interest in the management of the school. Practically, therefore, the school is managed by the two Ministers, the Provost, and the Secretary. Owing to the smallness of the body, it is often difficult to get the necessary quorum to manage pressing matters of detail.[1]

This, however, is not the only drawback to the limited body who constitute the board of management. The paramount influence of one ecclesiastical body would operate against the possibility of fully employing all the educational machinery which exists in the Institution. At the present time, most of the principal teachers are Established Churchmen, and that fact alone, combined with the fact that the management is practically vested in the Established Church ministers, would be sufficient to prevent any chance of utilizing the Madras College, or any part of it, as a practising school, in the event of the University of St. Andrews being employed to educate the present class of Normal-school scholars who looked to becoming teachers. The answer to such a proposal would be that the Privy Council was simply setting up a new Established Church Normal-school.

The question remains, whether or not it is possible, and if possible, desirable to widen the management, and introduce new elements into it. Most of the inhabitants with whom we conversed upon this subject considered that it was desirable that the management should be extended. No one suggested that the present body of managers did not do their duty; on the contrary, the opinion was unanimous that the present trustees were anxious and zealous to do the very best for the school. But there is no guarantee that the Established Church ministers of St Andrews will always be men zealous in education; and there is always some misgiving in men's minds as to the impartiality of elections when the electing body belongs exclusively to one sect.

But more than that, there appeared to be a feeling that it would be desirable that the University of St. Andrews should exercise some control, and that the Professors of the University should be induced to take some interest in the Madras College. From the following return it appears that the Madras, since 1862 up to the present session, has sent only an average of 11 scholars to the University along side of it; whereas the private academies and other schools in the neighbouring counties, not being burgh or parochial schools, sent an average of 15 in the same time. The return for the present session is better:—

[1] *Cf.* Mr. W. O. Lonie's Answers to questions relating to the Burgh and Middle-Class Schools.

Madras College, St. Andrews.

Sessions—	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.	Aver.
Madras Coll., St. And.,	11	16	8	9	21	13
High School, Dundee,	8	6	6	11	9	8
Madras Acad., Cupar,	1	...	3	...	1	1
Academy, Perth, . .	...	...	5	3	4	$2\frac{1}{2}$
Burgh Schs. (various)	15	9	8	10	7	10
Parish schools, . .	5	6	6	4	3	5
Private acads. and other schools, . .	19	13	13	15	13	15
	59	50	49	52	58	54

The remedy suggested was that there should be some intimate connexion established between the University and the Madras. If the Principals of the United College and of St. Mary's were put upon the board of management, or if the professors, or one of them, in the Arts Faculty, were induced, by being on the board, to take an active interest in the well-being of the Madras, we were assured that the result would be satisfactory. Such professors would get to know the promising students, and encourage them to prosecute their studies; they would have the power of examination, not on the complimentary invitation of the trustees, but as a right, and would exercise this power thoroughly and impartially, and by this means would stimulate and encourage both teachers and scholars.

An additional argument used by those in favour of this plan was, that its adoption by Act of Parliament would obviate all objection to the use of the gratis department of the College as a practising school for teachers. There is even more work, they said, in that department than the present English teacher can accomplish without a large staff of assistants and monitors, and the introduction of practising teachers would be a great relief to him, and would not depreciate the quality of instruction given in that department at present.

2. There was another point of importance that was urged upon us, viz., the necessity of there being some recognised and distinctive head over so large a school. Under the present system, whereby each master is independent of another, there is apt to be rivalry and ill-feeling, and a want of unanimity of opinion, and of *esprit de corps*. Each master, we were told, was afraid that his interest would be sacrificed, and no one would give up anything for the general good. It is even almost impossible to introduce a new subject without the danger of a controversy. In a school managed on the same principle, we had authentic information to the effect that on one occasion the classical teacher had introduced the custom of having weekly English essays for the scholars who attended his classes, and that the English teacher prepared a remonstrance upon this to the managing body. Here matters had not gone so far as this; but there were many points by which the school might be improved, if there were some supreme authority over it. As a single instance, it may be noticed that in the writing department in the school, out of an attendance of 455, there are 71, or about 15 per cent. above sixteen years of age. Boys and girls in the position in life in which the majority of the Madras scholars occupy, ought, at the age of sixteen, to be able to devote the time given to writing to something more profitable. Such an abuse of time would be likely to be checked by a head master, with power to regulate the classes to be attended by the different pupils. A rector, to whom the other teachers would look up, seems to be required for such a school. Opinions differed as to the particular branch of education in which he should excel. Each teacher seemed to think that his own speciality should have the preference; but, like Themistocles and the Greeks, all agreed that, next to their own, the classical teacher should have the preference.

3. The third point of criticism to which it is necessary to draw attention, is the neglect in the elementary department of the school. The East-Room pupils, as has been said, were not taught dictation, and consequently did what they had to do very awkwardly and indifferently. The educational condition of the part of the school under inspection is in the highest degree discreditable. In 1866, no fewer than 86 per cent. failed in arithmetic, while the failures in writ-

Madras College, St. Andrews.

ing and dictation are also above average. The report for 1867 is a little better, but this part of the school still appears to be capable of great improvement.

In connexion with this, it should be mentioned that there is another elementary school in St. Andrews, called the Fisher's School. The attendance in this school is good, and the inspector's report is favourable; facts which show that the parents of the poorer children in St. Andrews send their children to the Fisher's school, and pay the fee exacted in return for a good education, in preference to sending them to the West Room at the Madras, where they pay no fee and learn no arithmetic.

Indeed it must be said that, with the exception of the Mathematical department, which is admirably taught, no part of this school is quite satisfactory. Considering the many advantages which the Madras has over nearly all the schools which we visited, in the amount of endowment, situation, proximity to the University of St. Andrews, and the general capabilities of the institution, the school can hardly be considered to be doing as much educational good as it ought to do. [S.]

XIV.—CUPAR-FIFE MADRAS ACADEMY.

Cupar-Fife Madras Academy.

Visited December 13, 1866.

History.

From the town records we learn that there has been a school in existence in Cupar for more than 200 years, at which English, writing, arithmetic, and Latin were taught, and to which the whole parish resorted. There was, besides, a 'sang school' as early as 1581, such as we find commonly in other burghs. It does not appear that there were any other public or private schools, either in the burgh, or parish, until about ninety years ago, when, from the increase of the burgh, private schools had arisen. The first notice of the school in the Town-Council books is in 1626. From that date we have notices of the appointment of masters down to 1807. In that year the school was divided into two parts, a Grammar and a Burgh School, which, for convenience' sake, we may call the 'old school.' For the former an extensive building was erected partly at the expense of the Magistrates and Council, and partly by the subscription of private individuals, and it was appropriated to the teaching of Latin and English. At one time the upper part of the building was used as a theatre by those French prisoners to whom Cupar had been assigned as the place of their captivity. The Old School was devoted to English, writing, and arithmetic. In 1822, the master of the Old School died, and the master of the Grammar School was induced to resign his office. The schools being thus vacant, it was proposed on the part of the burgh to establish an academy by subscription (subscribers to a certain amount being patrons with the Town Council), and that the Old School and the Grammar School should be given as school buildings. In addition to these buildings, the Town Council continued to contribute from its funds a sum of £60 annually. The erection of this subscription school gave rise to various questions agitated by the inhabitants of the town and parish of Cupar.

The chief point raised was this:—The Academy being a school that, from its fees, excluded the lower ranks who had from time immemorial been accommodated in the old Burgh school, 'Were the heritors not bound by Act of Parliament 'to erect a suitable parish school?' Certain householders and heads of families resident in the Burgh and landward parts of the parish petitioned the Presbytery to oblige the heritors to do so, and the Presbytery adopting their view recommended the heritors to establish 'a parochial school with all convenient 'speed, *according to the law of the land.*' The heritors, on the other hand, were not prepared to adopt the recommendation, and resisted it on these grounds—(1.) That the allegation of the petitioners to the Presbytery was untrue, inasmuch as the academy, together with the private schools in the town, was sufficient for their wants, and that none were excluded from them by the high fees; and (2.) that even supposing the schools to be insufficient, no obligation rested on them to remedy the defect. The old Burgh and Grammar schools, they maintained, had always been supported by the Burgh and not by the heritors, and the law on the subject was undoubtedly in their favour. The enactment on which they relied was the well-known one of George III., cap. 54, 'That where a parish con-'sists of a royal burgh, or part of a royal burgh, and a landward heritor or heri-'tors, the schoolmaster shall be appointed and maintained by the Burgh, or by 'the landward heritor or heritors, or by the Burgh and landward heritor or 'heritors, *in the same way and manner, and according to the same proportions that 'have hitherto been observed in such parish.*' It was the Magistrates, therefore, they argued, on whom the obligation rested, if on any one, to continue the old school as formerly. The question was submitted to counsel, who agreed with their view, and advised them to try the question of responsibility. It is almost to be regretted that it never came into court; for just in time to prevent it, all the difficulties were set at rest by the endowment of the present 'Madras 'Academy' in 1831.

In that year an estate worth about £10,000 was bequeathed to the town of Cupar, for the establishment of a public school. This estate was left by Dr. Andrew Bell, 'to promote and encourage the education of youth in Cupar, and more 'especially from a wish to exhibit therein a model and exemplar of the new and 'momentous system of education, fitted, by its stupendous powers, when duly 'administered (on which all depends), to give a new character to society at large.' By the terms of the will it was proposed that, as there was already an academy in Cupar, that academy should be merged in and amalgamated with the new school,

Cupar-Fife Madras Academy.

and that the two combined should be called the 'Madras Academy of Cupar. The town of Cupar was to continue the building then used for the academy, and was to be bound to pay to the English and classical masters the same salaries that they had previously paid, viz., £20 to the teacher of English, and £40 to the teacher of Latin, as settled upon them by endowment. There were other stipulations on the part of Dr. Bell, such as that the tuition at the school should be 'on the system of mutual instruction and moral discipline, as exemplified in the principles and practice of the Madras School;' that when the Directors found parents unable to pay for the education of their children, 'then, and in that 'case only, such children should be educated gratis;' 'that registers and paidometers should be kept, and a copy of the paidometer should be published annually in an Edinburgh newspaper.'

Management.

The most important part of the arrangement was, that the Town-Council and subscribers should no longer be directors and patrons of the school, but that the patronage and direction should belong to certain persons, or holders of certain offices, named in Dr. Bell's will. The directors of the old Academy accepted the terms, and denuded themselves of the patronage and obligations connected with the burgh school. Since 1831, the Madras Academy has been the only public school either in the burgh or parish. The Town Council has no connexion with it as such, nor do they contribute any sum towards its maintenance. Their only connexion with it at present is their having given a portion of the buildings. To accommodate the 'Madras Academy,' additional buildings had to be erected, but the old Academy and theatre, and the Kirkgate School (in a different part of the town, but forming a portion of the 'Madras Academy'), are the contribution that the burgh makes for educational purposes in Cupar. It has discontinued the payment of a salary to the masters, and the whole burden of supporting the schools and of keeping them in repair rests on the trustees appointed by Dr. Bell's will. The directors of the school are the Lord-Lieutenant of the County, the Provost, the Dean of Guild, and two Established Church ministers of Cupar.

Buildings.

The buildings of the Academy, apart from the Kirkgate School, may be described, on the whole, as commodious, the accommodation being for 680 scholars. For the present numbers therefore (322) they are amply sufficient. The playground is small, and when we visited the school, it had the further disadvantage of being exceedingly damp and slushy under foot. The Kirkgate School has accommodation for 172. It also has a small playground.

Finance.

The financial affairs of the school are managed by a factor. He kindly furnished us with all the information we required. The rental of the estate of Egmore (the endowment of the school) is £670, but expenses, burdens, drainage, interests, etc., reduce this to £450 of free rental. The fees of the Madras Academy, including the Kirkgate School, amount to £424, 13s. 3d. The allowance for pupil-teachers is £62, and the total available funds at the disposal of the trustees for the school are £936. This is independent of the fees in the Modern Language and Drawing Departments, which go directly to the teachers themselves. The discharge is as follows:—

I. School Expenses—

1. Teachers and janitor, namely—

Dr. Robson, rector,	£175	0	0
Mr. Wilson, Classical Department,	99	0	0
Mr. Reid, Commercial and Mathematical,	99	0	0
Mr. Beveridge, second English,	88	0	0
Mons. Brethon, French and German, first and second quarters,	26	9	0
Dr. Landmann, do., third and fourth quarters,	28	1	6
Mr. Allan, assistant,	40	0	0
Miss Pringle, sewing-mistress,	30	0	0
Janitor,	13	0	0
Mrs. Milne, former mistress, retiring allowance,	10	0	0
2. Prizes,	15	13	7
Carry forward,	£624	4	1

Brought forward,	£624	4	1			
3. Coals, firewood, and gas,	25	18	10			
4. Printing and stationery,	14	13	3			
5. Repairs and improvements on school premises and furniture,	37	11	4			
6. Miscellaneous for schools,	18	6	1			
7. Rent and interest to burgh of Cupar for janitor's house, sewing school, etc.,	14	15	0			
8. Interest on bonds over English class-rooms, to Dr. Gray's trust, and on British Linen Company's account,	76	5	0			
9. South or Kirkgate School, deficiency on session 1865-66,	19	11	5			
				£831	5	0

SOUTH OR KIRKGATE SCHOOL.

I. School Expenses—						
1. Mr. Russell, teacher, salary,	£50	0	0			
Janitor,	2	2	0			
				52	2	0
2. Prizes,				0	15	11
3. Coals and gas,				4	8	8
4. Printing and stationery,				0	7	9
5. Repairs and improvements,				0	15	0
6. Miscellaneous,				0	2	11
7. Allowance for pupil-teachers,				62	0	0
				£951	17	3

Of this sum, however, we can estimate only £450 as the actual outlay from the endowment, and the allowance for pupil-teachers is £62, so that the public expenditure is £512. As there are, in round numbers, 320 scholars at the Academy (apart from Kirkgate School, to which only an insignificant part of this money is given), the public cost for each scholar is about £1, 12s.

The rector and all the other masters (except in the drawing department) are paid by fixed salaries, the fees going into a common stock, from which, and from the funds of the bequest, all expenses of the school are defrayed.

The scale of fees in the different schools is as follows:—

In the Kirkgate School—

Religious instruction, reading, and spelling,	1d. per week.
Do., with grammar, geography, and arithmetic,	1½d. ,,
Do., with grammar, geography, arithmetic, and writing,	2d. ,,

The total amount of fees in this schoool was only £19, 11s. 5d.

In the Lower School of the Academy—

FIRST (JUNIOR) AND SECOND CLASSES, 2s. per quarter.

Religious instruction, reading, and spelling.

THIRD AND FOURTH CLASSES, 2s. 3d. per quarter.

Religious instruction, reading, spelling, and elements of grammar and geography.

FIFTH CLASS, 2s. 6d. per quarter.

Religious instruction, reading, spelling, grammar, geography, and derivation.

SIXTH CLASS, 2s. 9d. per quarter.

Religious instruction, grammar, geography, history, analysis of sentences and parsing, writing to dictation.

Arithmetic,	1s. 3d. per quarter.
Writing,	1s. 3d. ,,

In the Upper School of the Academy the fees are from 4s. 6d. to 10s. 6d. in the English Department. In the Classical and Modern Language Departments

Cupar-Fife Madras Academy.

there are two scales, one for boys who belong also to the 'Lower School,' and one for boys who belong exclusively to the 'Upper School.' These rates are—

Latin or Greek, Pupils in Lower English School,	£0	5	0	per quarter.
Latin and Greek, Do. do.,	0	8	0	,,
Latin or Greek, Pupils in Upper English School,	0	8	0	,,
Latin and Greek, Do. do.,	0	10	6	,,

MODERN LANGUAGES.

French or German, Pupils in Lower English School,	0	7	6	,,
French and German, Do. do.,	0	10	6	,,
French or German, Pupils in Upper English School,	0	10	0	,,
French and German, Do. do.,	0	15	0	,,

Writing and arithmetic cost 3s. 6d. each a quarter; mathematics, 8s.; and drawing 10s. to 15s. Each scholar pays also a small quarterly charge for general expenses.

As there is no enforced curriculum, it is not easy to estimate exactly the cost of education to the parents or guardians of boys in the Upper School. If we take the case of a boy going through a complete course (not including drawing), it will be found sufficiently moderate.

For the first year (English alone), ...	£1	0	0
For the second and third years (English, Writing, and Arithmetic),	2	6	0
For the fourth year (English, Writing, Arithmetic, and Latin),	4	0	0
For the fifth, sixth, and seventh years (with the same branches, and with French or German added), . . .	6	6	0

General expenses and books will add from 5s. to 20s. a year in each case.

Teachers.

The staff of masters in the upper schools of the academy consists of a rector and four others, one for each department—classical, commercial, modern languages, and drawing. For the 'Lower School' there is a separate master, with three pupil teachers, and a special teacher also in the Kirkgate school. In our further remarks, however, under the head of teachers, we shall confine our attention to the upper school.

The rector has had much experience in teaching, and has a degree of LL.D. from one of the colleges in the United States. His especial department is English, and, besides teaching it, he has a general charge and superintendence of the whole school. The other masters are subordinate to him. The directors hold him responsible for the general order and efficiency of the classes, and the masters make regular reports to him.

Notwithstanding this apparent subordination of all the departments to the rector, it may be questioned if his powers of interference would be found very absolute. In effect, each master is pretty much head in his own place, and the rector's authority is limited to a general superintendence. He serves as a medium of communication with the directors. He defended the connexion of the rectorship with the English rather than the classical department, on the ground that the former was really, in a town like Cupar, the basis of study preferred by the parents, and that almost all the boys in the other departments pass through his hands.

Two of the other masters were graduates—one of Glasgow, the other of St. Andrews.

Scholars.

The number of scholars on the roll of all the schools is 521, distributed as follows:—

In the 'Kirkgate School,' 132 boys and 67 girls.

In the 'Lower School,' 137 boys and 52 girls.

In the 'Upper School,' 93 boys and 40 girls.

And in these two schools together—the 'Lower' and the 'Upper'—230 boys and 92 girls.

Their social position is as varied as the schools and the scale of fees. The very poorest classes are found in the Kirkgate School, a somewhat higher class in the 'Lower School,' and the upper and middle classes of the town and neighbourhood in the 'Upper School.'

In order to understand the organization of the schools, a few words of explana-

tion are necessary. The three schools are not intended to fit into each other, and to be, as it were, departments of one whole, in which the scholars shall be promoted from one to the other as they advance in years. Each is complete in itself, and the distinction between them is founded very much, as in St. Andrews, on the social position of the scholars. The idea of the founder was to have all classes taught, but in separate blocks or divisions, the scale of fees being adjusted according to the ability to pay; and the branches taught in each school being regulated to some extent by the probable requirements of children in different grades of life. Reading, writing, and arithmetic, therefore, form the staple of the Kirkgate and the Lower School. Classics, mathematics, and modern languages are introduced into the Upper School, but scholars from the 'Lower School' are privileged to select any of these departments that they please.

Cupar-Fife Madras Academy.

Throughout the schools there is no curriculum enforced, but as the Kirkgate and the Lower are inspected schools, they necessarily teach all the scholars, as far as they can, the subjects required for passing the inspector's examination.

Examinations.

In regard to the Kirkgate and Lower Schools, we did not consider that they came under the class to which our attention was directed, and we content ourselves with giving H. M. Inspector's last report on the Lower School:—

'The reading is upon the whole better than it was last year, but the failures 'in dictation and arithmetic are more numerous, amounting in the former to 38 'per cent., and in the latter to 42 per cent., the number put forward for individual examination being 77 out of 137; while last year 142 were put forward 'out of 176 present. The written exercises are far from satisfactory for the 'ages of the children. Some progress has been made in grammar.'

In the Upper School we took the different departments in their order:—

English Department.—The pupils here were divided into seven classes, taught by the rector and two assistants. The subjects included English literature and composition, in addition to the ordinary branches. The teaching throughout was interesting, and embraced much general questioning on subjects naturally suggested by the matter in hand.

Commercial Department.—In this department arithmetic was taught in seven classes, writing in six, and mathematics in one. The whole number of scholars was 108 on the roll, with an attendance of 95. Of these only 10 were learning mathematics—8 boys and 2 girls.

Modern Language Department.—There were here 12 boys and 10 girls learning French, and 3 boys and 4 girls learning German. The master is a native of Saxony, a Lutheran clergyman. He was engaged in teaching in his own country, and has obtained leave of absence from his work at home that he may compare our Scotch schools and system of education with the Prussian. He seemed a man of much intelligence, but labours under the disadvantage of an imperfect acquaintance with English.

The *Classical Department* is under the charge of a graduate of St. Andrews. There were here 35 boys, with four Latin classes and one Greek. In the lowest Latin class there were 20 boys; in the course of the third year these will have dwindled down to 3 or 4. The Greek class was composed of 2 boys. Amidst much discouragement this department was doing very good work. The teaching was accurate and intelligent. The second and third classes were reading Smith's 'Principia Latina.' Most of the boys answered readily and correctly questions in grammar and parsing, and the boys of the first class, who had only been a few months at Latin, were well advanced in the rudiments. It was quite clear, however, that classical studies were not much regarded in Cupar. The boys here, and throughout the upper school generally, both boys and girls, belonged to the middle and better classes, who, if any, were likely to prosecute a liberal course of education. On inquiry, we ascertained that only one boy annually goes from the Madras Academy to any University. Two or three others may proceed to St. Andrews Madras School to finish their education, but the great majority go directly into offices and places of business. Nor could we learn that any distinctions of importance had been gained by boys from the Cupar Academy who went to college or to other schools.

The *Drawing Department* is well attended, and the numerous specimens we saw led us to the conviction that it was well taught. The master, however, was not in attendance on the day of our visit to the school. He comes only certain days of the week. His classes are popular with the boys and the parents.

Cupar-Fife Madras Academy.

Remarks.

On the whole, the three schools seem to do their work fairly, and to supply the wants of the community of Cupar. All classes take advantage of them. The Kirkgate School supplies a very cheap education to the poorer classes of the town and parish. The lower school of the Academy gives an English education at a higher fee, and the upper school serves as a grammar or high school for those who aim at something better, and who are willing to pay more for their children's education. It cannot, therefore, be said, although there is neither parish nor burgh school in Cupar, that there is any lack of school accommodation for the public. All classes are fairly represented. As elsewhere, girls of the higher classes go to private schools rather than to the Academy, and perhaps it would not be desirable, even if it were possible, to check this tendency towards a more exclusive and private upbringing for them than can be found in a mixed school. At the same time, having said thus much in favour of the theory, and even of the practice of the public schools of Cupar, we are bound to notice some shortcomings and defects. In the first place, the constitution of the managing body is radically wrong. It is to be borne in mind that the Academy is the only public school of the town. Its governing body is far too narrow and too much composed of one class. There are nominally five trustees, but the four resident directors may be taken as the managers and patrons of the school. Two of these are changed with every new municipal election. The two others are for life. The two permanent members of the board are ministers of the Church. It is an anomaly that the direction of the grammar and burgh schools should be vested in so close a body, and, if practicable, the basis of management should certainly be extended. Such a board as this, however fair, and impartial, and discreet, can in no sense be a fit board for the direction of the only public school of a large and populous burgh and parish. The blame, however, rests with the burgh itself, which was content to relieve itself of its patronage and authority for a valuable pecuniary consideration. How far it is creditable to the town that, with a free rental of £14,000 within the Parliamentary bounds, they absolutely contribute nothing to the support of the schools beyond some old buildings, and take no part or share in their management, it is hardly our part to consider. With the internal organization of the school there is little fault to find beyond what we have incidentally noticed in our review of the school already. It is a matter of questionable propriety to connect the rectorship with the English Department. In the school itself classics are evidently at a low ebb. The salaries of the masters also did not appear to us to be sufficiently high —£157 for a rector, £99 for a classical master, £99 for a mathematical master. Where the fault lay we could not tell, but there was something seemingly out of joint, when fees and endowment yielded so paltry a pittance. Cupar, of course, cannot hope to attract well established, much less eminent, men, with such inducements held out to them. In conclusion, the points to which we take objection in the school are briefly these:—

1. A too narrow directorate, and a want of connexion with the town authorities.
2. The want of proper organization in the school.
3. Inadequate salaries of the masters. [H.]

XV.—KIRKCALDY BURGH SCHOOL.

Kirkcaldy Burgh School.

Visited December 14, 1866.

History.

The earliest extant records of the Burgh of Kirkcaldy commence in 1582. In July of that year the school is first mentioned, when it appears that a contract was made between the Council and Mr. David Spens, the minister, in accordance with which Mr. Spens was bound to take up and teach a grammar school, 'be his 'selfe as principall, with ane doctor under him, for quhome he sall anser.' By the same contract the principal was to be paid by the scholars at the beginning of the year; the doctor was to 'haif his meit about in ye toun, to witt of eurie 'bairne ane days meit.' It was also contracted that the Council should interpose their authority to see that these payments were made regularly, provided that no other school should be taught in the town but the grammar school. Three years thereafter the council appointed a new teacher, and agreed 'to 'poynd' any of the scholars who refused to pay. From this date till 1742, we have no information of importance beyond the fact that, in 1725, a new school was built. Seventeen years later there is the following entry in the minutes:—'*June* 21, 1742.—There was produced in Council a representation from Mr. 'Miller, schoolmaster, complaining of the present decay of the public school, 'which he judged in a great measure owing to the incapacity of Mr. Doward, 'school-doctor, and the tolerating private teachers;' and in 1746 we find the following record:—'The Provost intimated that there was a meeting with the 'Magistrates and a committee of the Session, and the masters of the public 'schools, on account of some complaints of neglect of duty, particularly in Mr. 'Paterson, who had omitted for a year past to teach church music; that it was 'the opinion of the said committee that Mr. Paterson should be obliged for 'the future to teach church music three days every week, beginning at a 'quarter of an hour before twelve, and to continue for half an hour, with certification that, if he neglected, a quarter's salary be detained therefor, both by 'the town and session.' On 17th March 1790, the minutes bear the following:—

The School Candidate reads and sings before the Council.

'One of the candidates, Mr. William Miller, from Kincardine, appeared and produced a letter, with sundry certificates, all which was read to the meeting, and 'he, in the hearing of the meeting, read a page of English from 'Milton.' Mr. 'John Patterson, from Ayr, another candidate, appeared and produced sundry 'certificates, and also read a page from 'Milton' and the 'Spectator,' and sung a 'tune of music. A letter was produced and read from Mr. Malcolm Bowden, 'schoolmaster of the united parishes of Fossoway and Tullibole, a third candidate, 'and in whose favour several letters were read, one from Dr. Blacklock in Edinburgh, one from Mr. Graham, minister of Fossoway, and one from Sir Harry 'Moncreiff Wellwood, Bart., through Mr. Randale in Edinburgh, directed to Mr. 'Fleming, minister of Kirkcaldie, all of whom recommended him amply, and Mr. 'Bowden appeared personally, and read, in the hearing of the meeting, a passage 'from 'Milton' and the 'Spectator, with a tune of music.

'And the meeting, after considering the different letters, and hearing Messrs. 'Patterson and Bowden each read a passage from 'Milton' and the 'Spectator,' 'and also each sing a tune of music, they unanimously prefer Mr. Bowden as 'second teacher to the Grammar School; and he being called in, the same was 'intimated to him, and recommend to him to remove from his present charge with 'all convenient dispatch.'

While the Town-Council minutes furnish the above information in reference to the school, the records of the Kirk-Session also speak of the education of the burgh from an early period.

'From them we learn that the famous George Gillespie (author of "Aaron's '"Rod Blossoming"), who was born in 1613, was sent, in 1629, to college, as a 'bursar, at the expense of the Presbytery; was for a short time minister of 'Wemyss, and afterwards one of the ministers of Edinburgh, and one of the 'Commissioners to the Westminster Assembly of Divines. After having proved 'himself the foremost Scotchman in that Assembly, he was elected Moderator of 'the General Assembly of the Kirk of Scotland in 1648, and died in the same,

Kirkcaldy Burgh School.

'thirty-sixth year, and was buried in his native town of Kirkcaldy, where 'a monument erected to his memory was thrown down through the "malign 'influence of Archbishop Sharp," but re-erected in 1745 by his grandson and 'namesake, the minister of Strathmiglo. George's brother, Patrick Gillespie, 'born in 1617, became Principal of the University of Glasgow in 1654, and was 'the chief medium of communication between Cromwell and the Presbyters of 'Scotland during the period of the Protectorate. He too, doubtless, would be 'educated in Kirkcaldy, being, as well as his brother George, a son of the Rev. 'John Gillespie, minister of the second charge of the church of Kirkcaldy, at 'that time collegiate, which it continued to be till 1759, although, in 1650, 'nearly the whole of the landward part of the parish was disjoined from it, and 'erected into the adjoining parish of Abbotshall. It does not appear that Kirk-'caldy has ever had a parish school. We learn from the extant records of the 'burgh, that the teacher of the Grammar School, in the second quarter of last 'century, was a Mr. David Miller, who had as pupils at the same time Mr. Oswald 'of Dunnikier, M.P. for the county of Fife, in one, and for the Kirkcaldy District 'of Burghs in three, Parliaments; his brother, Dr. John Oswald, afterwards 'Bishop of Raphoe; Dr. Drysdale, one of the ministers of Edinburgh, and twice 'Moderator of the General Assembly; and Dr. Adam Smith, author of the '"Enquiry into the Nature and Causes of the Wealth of Nations;" all of whom 'continued to be united through life by the closest ties of friendship. After 'Mr. Miller's time, a second teacher appears to have been appointed, who was 'styled School Doctor. The grammar schoolmaster, from about 1790 till 1815, 'when he retired upon an allowance, was Mr. John Hume.'[1]

In 1812, the educational condition of the burgh was not satisfactory, and the more influential people of Kirkcaldy, headed by the minister, who had a large family to educate, and the well-to-do shopkeepers and householders of the place, determined to establish a new school. To this school Edward Irving, then twenty years of age, was appointed from the Mathematical School of Haddington, where he had been teaching for two years. His school is thus described by Mrs. Oliphant:—'Two rooms in a central "wynd," opening into each other, with a tiny 'class-room attached, now occupied by a humble schoolmaster, who points to 'his worm-eaten oaken desks as being those used by "the great Mr. Irving," 'were simply fitted up into the head Academy. Without any accessories to 'command respect, in a humble locality, with a cobbler's hutch in the sunk storey 'beneath, and common houses crowding round, the new institution notwithstand-'ing impressed respect upon the town, and soon became important. Boys and 'girls, as was usual, sat together at these brown oaken desks without the least 'separation, and pursued their studies with mutual rivalry.' For some time Irving managed this alone, but afterwards had an assistant, and in this employment remained for seven years, and had the training of a generation in his hands. He appears to have exercised a rigid discipline, and anecdotes of his severities in the school are still extant in school and burgh.

During part of these seven years the Classical Department in the Burgh School was taught by Thomas Carlyle. He was appointed in December 1816, at a salary of £50 per annum, and remained there till 1818. The building in which he taught is now a flax-store. He visited it some years ago with deep interest, recalling the lessons which he taught, and the names of his scholars, even where they sat, and how they did their work.

After he left Kirkcaldy, a Mr. Kennedy was appointed, and remained as head master till 1832. But the school languished. At this time the new Town Council appointed under the Reform Act attempted some improvements, apparently not with much success, and the school went on much as before. During all this time a Mr. Melville was the English teacher in the Burgh School. In 1840, both he and Mr. Kennedy retired, and Mr. Hume, who had enjoyed his retiring allowance since 1816, died. There was thus an opportunity for a complete change in the Burgh School arrangements.

At this time, September 1840, the attendance in the Classical Division of the school was about 15; in the English and Commercial, about 80. The dual arrangement having been found not to work well, Mr. Lockhart, the present teacher, was appointed sole master of the school, and since that time the average attendance has been 256, about 20 per cent. of that number being taught Latin, Greek, and French. These numbers were greatly too large for the old Burgh.

[1] Extracts from a letter by Mr. Lockhart, master of the Burgh School.

School building, and in 1843, entirely at the expense of the Town Council, the present building was erected at a cost of about £1600. Since 1840, the school has been successful. Kirkcaldy Burgh School.

The site and the buildings are both very good. There are five class-rooms, with accommodation for 422 scholars; the furniture is also satisfactory, and there is no difficulty as to the execution of repairs. The playground is small, about 40 × 40 yards, but there are fields in the neighbourhood to which the scholars could get access. There is no dwelling-house for the master. Buildings.

The financial condition of the school is as follows:— Finance.

Salaries paid by Town Council to Rector,	£50	0	0
,, ,, Assistants,	50	0	0
Fees amount to	250	0	0
	£350	0	0

From this income, which the master receives and uplifts, he has to pay to senior assistant £60; to junior, £25; to monitors, £30; for coals, £10; gas, £4; pen, ink, and slates, £10; maps, £1, and supplementary prizes, £5; *i.e.*, £145 in all, leaving £205 for net income.

'This (60 × 25) = £85,' writes Mr. Lockhart, 'is our normal expenditure for 'assistants, but last year they were paid (75 × 60) = £135, and are to be paid the 'same sum this year also. This additional £50 is simply a gift from Provost Swan, 'at his own personal expense, and cannot therefore be looked upon as a perman-'ent endowment, neither does it at all affect the income of the head master.'

The scantiness of the head master's income, and the uncertain nature of the assistants' salaries, are subjects of much regret in the burgh. One hundred pounds per annum is not below the average sum of money spent out of burgh funds on education, but it is a small sum to be paid to a head master in a school of this importance. It is acknowledged by all, and by none more readily than by Mr. Lockhart, that the burgh is willing to increase his salary, but its financial condition is so unsatisfactory, that it cannot afford to pay any addition. As Mr. Lockhart puts it in answer to the question, in the Note of Particulars of Inquiry, 'What difficulties, if any, do you find in the discharge of your 'duty?'

Ans.—'No difficulties, but two discomforts of great magnitude, viz., excessive 'work and inadequate pay. I have the ear of the community, and the goodwill 'of the authorities, who give me everything but money—*miraris!* they have 'none to give.'

The scale of fees per quarter is as follows:—

Reading,	£0	3	0
,, and writing,	0	4	6
,, ,, and arithmetic,	0	5	6
,, ,, ,, grammar and geography,	0	6	6
,, ,, ,, ,, with all beyond these,	0	7	6

They are paid quarterly in advance, and 'the average per scholar is £1 per 'annum, *i.e.*, 5s. per quarter.' A good many however, pay more than the average. Thirty of the pupils attend six classes, viz.,—reading, writing, arithmetic, grammar, and geography and Latin, for which they pay 7s. 6d. per quarter, or £1, 10s. per annum.

There is one bursary of £10 per annum, tenable for three years, and given, on the teacher's recommendation, to the best boy in the school, if he chose to go to the University. It is called the Anderson Bursary, and is given by Mr. Anderson, the son of a late Provost. It is at present held by ———, son of a poor widow, in his second session at the University. Bursary.

There is also another sum of money which has been left to the school, but that is at present enjoyed by certain aged persons who have a liferent of it.

The school is taught by the rector with two assistants. The rector was educated in Glasgow University, and taught in Glasgow for some time before his appointment. He has two assistants, who are appointed by him, with the sanction of the Town Council. They were both trained in the Free Church Normal School. Teachers.

The parents of the scholars attending this school are for the most part tradesmen, factory-men, factory-foremen, and small shopkeepers. Very few of the Scholars.

Kirkcaldy Burgh School.

scholars go to any University. During the last twenty years, about thirty have gone to St. Andrews, Edinburgh, and Glasgow Universities. Of those thirty, only two belonged to the middle class; these were the sons of a banker and of a Free Church minister. The other twenty-eight belonged to the humbler classes, and were induced to go to the University by the personal influence of the teacher. The other scholars attending the school go very early to offices and factories.

At the same time, the list of honours gained by students from this school is large, as appears from the following return furnished to us by the teacher :—

Honours.

'(1.) Mr. ———, at present student of divinity in the Free College, was, 'three years ago, dux of the logic class, the dux of the Edinburgh Academy 'several removes below him, and a distinguished student all along. (2.) Mr. '———, advocate in Edinburgh, was a first-class student, a regular prize-taker, 'and chairman of the committee that procured the return of Mr. Carlyle as rector. '(3.) Mr. ———, the son of a Kirkcaldy blacksmith, a prize-taker in the law 'classes, has for a year back been a student of the Middle Temple. (4.) Mr. '———, son of a Pathhead weaver, with less than two years' attendance at the 'evening class, his sole preparation, gained in his first session a £40 bursary, 'offered for competition by the United Presbyterian body, to which he belongs. '(5.) Mr. ——— (one of a numerous family, brought up on less than £70 a year), 'formerly a gold medal and Stratton Prize-man, was recently unanimously 'chosen assistant and successor to the minister of ——— Church, Edinburgh. '(6.) Mr. ———, son of a warehouseman to Provost Swan, formerly the first 'pupil-teacher—Queen's scholar—of his year in Scotland, and subsequently tutor 'in the family of a nobleman, was appointed a few weeks ago to be one of the 'teachers of ——— Academy; and, about the same time, (6.) Mr. ———, son 'of a journeyman cabinetmaker, a distinguished student throughout, was elected 'rector of the ——— School of ———. And the pupils of the Burgh School, of 'the humblest origin, who now occupy mercantile situations greatly preferable '(in emolument) to that of most schoolmasters in Scotland, may be safely set 'down at a multitude.'

Number of Scholars.

The total numbers in the school are,—

On Roll.	*In Attendance.*
Boys, 173	Boys, 164
Girls, 78	Girls, 71
251	235

Organization.

The school is divided into three divisions—seniors, provectiores, juniors.

The seniors number, boys, 35, girls, 21, = 56; they are under Mr. Lockhart, and meet from 32½ to 45½ hours per week. All are taught by him reading, writing, grammar, geography, arithmetic, and 31 are taught Latin, 20 French, and 3 Greek.

The provectiores number, boys, 68, girls, 32, = 100; they are taught by the head assistant, and meet for 32½ hours per week. They are taught reading, writing, grammar, geography, and arithmetic.

The juniors number, boys, 70, girls, 25, = 95. They are under the second assistant, and meet for 15 hours per week. They are taught reading from the alphabet, and elementary writing, arithmetic, and geography.

Remarks

We were unable to examine the school, but we heard the teacher examine the senior English, Latin, and French classes, numbering five, in reading, translation, and grammar, and it was apparent that these five scholars were thoroughly well drilled and grounded. We also heard one boy, son of a labourer, translate a short piece from one of the orations of Demosthenes, and we asked him some grammatical questions. He did remarkably well. We can express no opinion as to the junior and more elementary portions of the school. [S.]

XVI.—BURNTISLAND BURGH SCHOOL.

Burntisland Burgh School.

Visited December 13, 1866.

History.

The town records of Burntisland go back to 1596. They have been carefully searched by Mr. Speed, ex-provost of the burgh, and to his unpublished history of Burntisland we are mainly indebted for our information in regard to the school.

In 1596, there is mention made of the reader of public prayers, who was also schoolmaster. He had no settled allowance in money, but for his support the Council nominated the 'honestest men' of the town to lodge him in their houses by turns. In 1602, the office of schoolmaster and doctor belonged to different persons, and the latter is directed to be 'taker up of the psalm, keeper of the kirk 'records, and reader of the prayers of the kirk.' In the years 1611-1613, there was a general visitation of parishes in the diocese of St. Andrews north of the Forth. Among the rest, Burntisland was visited, and found to have an ordinary parish school. This did not satisfy the visitors, who ordered the Town Council to establish a grammar school within the burgh. To this order they demurred, as we find both by their own records and by the following extract from the Visitors' Report, April 1613 :—'It is reported that as yet there cannot be a grammar school in Burntisland, the Council of the Town being slow therein, and contenting themselves with one who teaches the bairns to read and write. Forasmuch as it 'was once concluded in a visitation that a grammar school shall be had within 'the burgh, and it is most necessary that it be so, therefore it is ordained that 'letters be raised upon the act of visitation.' This threat had some effect. In 1620, six roods of land were bought at 'the South Hill,' whereon a school-house and dwelling-houses for the master and doctor were erected. On this occasion was introduced a custom, continued for many years afterwards, of the master and doctor delivering the keys of the school-house and of their own houses to the Council in acknowledgment that they held the office during the pleasure of the Council. The keys were regularly returned with an admonition to be 'more diligent than heretofore.' No private schools were allowed, except those of women who were permitted to teach only 'lasses and very young boys.' In 1630, Mr. Thomas Christie, the schoolmaster, complained to the Council that the school doctor went from house to house playing at 'carts' till twelve o'clock at night. The Council advised them 'to patch up the matter, shake hands, and drink together,' which they seem to have done. In 1635, an order, probably proceeding from the Privy Council, is recorded that Wedderburn's Grammar shall be used; but, after a trial of three years, it was given up as an unfit book. In the same year (1635) the salary of the schoolmaster was 100 merks, increased subsequently to 150. The quarterly fees payable were, for Latin, 12s., and for English, 9s. Scots, of which two-thirds went to the master, and one-third to the doctor. The latter seems to have had no salary, but he was usually reader of prayers and precentor in the church, for which he had an allowance. In 1656, a female teacher had a free house, and many years later a salary of £2 sterling was allowed her, on condition that she taught two or three scholars free. In 1700, the Town Council were unable to pay the salaries of the master, and the school in consequence was declared vacant, but the master offered to teach without any stipend for a certain period. In 1803, the old school-house, the site of which is still called the Scholars' Brae, was taken down, and a new building erected at the east end of the 'Broom Hill,' for schools and masters' houses. By a subsequent change, the office of doctor was abolished; but the upper part of the dwelling-house attached to the school is still spoken of as the doctor's house.

At present the Burgh or Grammar School is simply an ordinary parish school. It is under Government inspection, with a staff of pupil-teachers, and all its arrangements are in accordance with the requirements of the Privy Council. We subjoin the last report of Dr. Woodford :—

'The order is better than it was last year, and the junior classes made a 'decidedly improved appearance. There is still, however, considerable room for 'improvement in the upper standards, especially in the fourth, in which the 'dictation and arithmetic are very moderate. The shortcoming in grammar 'extends to the exercises of the pupil teachers.'

Burntisland Burgh School.

No. of Children above 6 qualified by 200 attendances.	No. Presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
116	91	22	20	20	16	18	17	17	12	23	16	12	14

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
14	10	5	9	9	9	8	2	5	5	5	3	200

General Condition of the School.

The upper and middle classes have nearly deserted the school, and go mostly to a private adventure, formerly a proprietary school in the neighbourhood, and some of them to Kirkcaldy. A very few boys belonging to the upper and middle classes may still be seen in the Burgh School, but no girls of these classes. They go to private schools in the town, or to others at a distance. The site of the school is not in itself bad, but in the immediate vicinity there is a gas-work, which emits an offensive smell, and is surrounded by a very poor class of houses and people. The school-buildings are an unsightly erection, but well aired. There is accommodation for 157 scholars, and there were present at the time of our examination 141. There were on the roll 173. Manifestly, therefore, if all classes of the community took advantage of it, and if it served both as parish and grammar school, the accommodation would be inadequate for the public wants. Of the whole numbers, only 3 boys were learning Latin, and it is almost unknown for any boy to go from the school to a University. The pupils leave as soon as they have got enough of the common branches to fit them for situations as engineers, in the telegraph office, the post-office, and the railway. The master told us that he was 'besieged by applications for his elder boys.' The average age when they leave school is twelve or thirteen. The fees are from 4s. to 6s. a quarter.

Teachers.

The present master was appointed in 1856. He was educated in St. Andrews, but has no degree. He is a member of the United Presbyterian Church. He has under him three pupil-teachers, and his wife is sewing mistress of the school.

Endowment.

His tenure of office he considers to be that of a burgh schoolmaster. He enjoys a salary of £30 from the Town Council, and an endowment from Watson's Mortification (1694) of £10. This sum is paid 'for teaching as many children of parents 'residing within the burgh as are unable to pay for their children's learning as 'the mortification will permit, at the rate of £4 Scots for each child yearly.' By the terms of the will, the master is entitled to his share of the mortification even though the full number of children shall not be presented. Watson's Mortification also gives a free house and £30 of money to three poor widows. The numbers of the children seldom fall short, and the mortification has been a useful one. The Town Council paid also a sum of £4 for prizes and a sum of £4, 18s. 2d. for repairs for the year ending October 1866. [H.]

XVII.—DUNFERMLINE BURGH OR GRAMMAR SCHOOL.

Dunfermline Burgh or Grammar School.

Visited December 16, 1866.

History.

As early as 1173, according to Tytler in his *History of Scotland*, the monks of Dunfermline were directors of the schools of Perth and Stirling. Of the school of Dunfermline itself, we have traces long prior to the Reformation, but the first authentic notice of it is in 1610. In that year Queen Anne of Denmark, wife of James VI., mortified in the hands of the Town Council £2000 Scots for the support of the schoolmaster of the burgh, and a teacher of music, called the master of the song. The Magistrates and Town Council bound themselves and their successors to pay to each of them £100 Scots annually, as the interest of this sum. They added from themselves a donation of £9, 0s. 10d., and the Guildry gave a further sum of £5, 5s., so that for a considerable time the rector had a salary of £22, 12s. 6d. The voluntary payment of £9, 0s. 10d. from the burgh funds and the donation from the Guildry ceased to be paid, the former in 1835, when the town was in embarrassed circumstances, the latter more recently. Besides the rector, the Grammar School had formerly a second master, called the doctor. He had a small salary from the kirk-session, who, in consequence, were joint patrons with the Town Council. His office was understood to be to superintend the English, writing, and arithmetic classes, while the rector took charge of the classical and higher branches. Their relation towards each other varied according to circumstances, and the special terms of their appointment. Sometimes they were quite independent of each other, both as to the management of their schools and the fees of their scholars. At other times, while responsible for their respective departments, they were bound to assist each other when necessary, and the fees went into a common fund, of which the rector received two-thirds and the doctor one-third. He had, besides, a salary of £2, 10s. Since 1835, there has been no doctor in the school, and the rector has been allowed ever since to appoint his own assistant, and to make any arrangement with him that he pleased. The doctor's salary has ceased to be paid. The master of the Song or Sang School, was originally, as the name implies, a teacher of music. He was also precentor in the parish kirk. By the Queen's Mortification he is entitled to a salary of £8, 6s. 8d., and to a further sum of £5, 11s., paid, we believe, by the Crown. The master of the Song School has ceased for many years to have any connection with the Burgh School. He continues to be precentor in the kirk, and holds, besides, some other offices in the burgh.

Management and General Condition.

As the school now exists, there is only one master, the rector, who may appoint such assistants as he pleases. The electors are the Town Council, but their choice is subject to the approval of the Marquis of Tweeddale, as heritable bailie of the Lordship of Dunfermline, and patron. There is no instance, we understand, in which he has opposed the recommendation of the Town Council. But the fact that the patronage is in his hands, exempts the master from contributing to the Widows' Fund of the Burgh Schoolmasters.

Building.

'The new Burgh or Grammar Schoolhouse is a very neat oblong building, at 'the head of the town, with the playground in front. It consists of two large 'school-rooms on the first floor, and of an excellent dwelling-house for the 'rector on the second. It has an ornamental circular tower, rising a little above 'the roof, meant for an observatory. On the front, and two gable walls, are 'inserted three triangular stones, with suitable inscriptions, which were placed 'in the attic storeys of the Old Grammar School. The stone in front bears the 'Dunfermline coat of arms, the date 1625, and the motto, "Fave mihi, mi 'Deus," with a new inscription beneath, "Reconditum, 1816, D. Wilson, 'præfecto;" that on the east has the words, "Saepe docete et castigate, 'Vivat puer;" and the third, on the west, has "Disce et patere, Sic te 'beabit Deus tuus.'"[1]

Teachers.

The present master of the school was elected in 1850. He was educated at Edinburgh University, but took no degree. He is now a member of the Established Church, but at the time of his election he was a Baptist. His appointment

[1] Extract from Chalmers's *History of Dunfermline.*

Dunfermline Burgh or Grammar School.

originally was for ten years, and this has been renewed in the course of his tenure of office. He teaches all the ordinary branches of an English education himself, and besides these, Latin, Greek, French, and mathematics are also included in his course. From salary (£8, 6s. 8d.) and fees he derives an income of £162. He generally has one assistant, and when there has been a sufficiently large French class, he has employed a French master. The boys and girls attending the school belong to the middle classes of the town. The upper classes seem to have deserted it, and go in preference to a private academy, whose master is limited to a certain number of pupils, and bound to maintain a certain scale of fees. The lower classes of the community, again, go to schools where the fees are not so high as in the Burgh School. Altogether in the town we found that there were no fewer than twenty-seven schools, and not a few of these are rivals, and formidable rivals, of the Burgh School.

Scholars.

Examinations.

At the time of our visit there were on the roll 74 pupils, and in attendance 66. Of the latter 49 were boys and 17 were girls. They were all assembled in one room, and it was not an easy matter to conduct our examination of the several classes. The 3d and 4th Latin classes, composed of 9 boys about thirteen years of age, were reading Curtius, and the first part of Arnold's *Latin Prose Composition.* The time devoted to Latin in these classes is three-quarters of an hour daily. We could not, therefore, expect to find great proficiency in the language. One or two boys, however, did fairly enough. There were no boys learning Greek, and there was only one pupil in French. The highest English classes read a portion of the day's lesson. The reading was very fair. To 16 boys and girls selected from these classes, an easy piece of dictation was set, with the following result :—

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	5		
1	1	Good, .	1
2	2		
3	2	Fair, .	8
4	2		
7	2	Indifferent,	7
12	1		
14	1		
	16		16

Remarks.

From the above sketch of the school it will be admitted that it is scarcely equal to the requirements of Dunfermline. Beyond the buildings, the burgh contributes almost nothing from its funds to the support of the school. For the year ending October 1866, the expenditure on the Burgh School was as follows:—Repairs, £6, 15s. 7d.; Insurance, 15s.; Poor-rates and assessments, £1, 3s.; in all, £8, 13s. 7d. The few maps, etc., with which the walls were furnished, were the private property of the master himself. The education afforded in the school cannot, with so inadequate a staff, be of a very high class. Few or none of the pupils, as far as we could hear, ever go from the school to the University. In self-defence, those parents who desired a somewhat higher education for their boys than they could get at the Grammar School, some years ago started a Subscription School or Academy. The pupils were limited to a certain number, and a handsome salary was granted to the master by the subscribers. This system was found not to work well, and the school is now a Private Adventure school. The master is bound not to exceed a certain number of pupils, and to keep up the fees. It is clear that such an expedient as this to supply a first-rate education is essentially wrong. The Burgh School of such a town as Dunfermline ought to be able to supply the educational wants of the middle and upper classes of boys at least. It certainly does not. The points wherein it falls short are mainly these :—

1. Inadequate School Accommodation.
2. Inadequate staff of Masters.
3. Want of support from the Town Council.

[H.]

XVIII. DOLLAR INSTITUTION.

Dollar Institution.

HISTORY.

Visited Dec. 17, 18, 1866.

John M'Nabb,[1] the founder of the Dollar Institution, was born in 1732. His early education is thus described :—'He attended occasionally at the parish school, 'and it is said he herded cattle even after he became a grown lad.' He left Dollar without a sixpence, made his way to Leith, and engaged himself with the master of a ship. At sea he saved some money, and became a ship's husband. In this business he was successful, and amassed a considerable fortune. He settled in London, and added to this fortune by successful speculation, and at his death it was found that he had left a large sum of money, whereof one-half, amounting to nearly £90,000, was bequeathed, subject to certain annuities, 'to bring an an-'nual income or interest for the benefit of a charity or school for the poor of the 'parish of Dollar and shire of Clackmannan.' The nomination of trustees was in the following terms :—'I give and bequeath to the ministers and church of the 'said parish for ever—say to the minister and church officers for the time being; 'and no other person shall have power to receive the annuity but the aforesaid 'officers for the time being in their right, appointed for the time by them.'

This will is dated 8th May 1800. John M'Nabb died in January 1802, but in consequence of his executors refusing to act, the money was thrown into Chancery. The Court of Chancery admitted that the minister and elders of the parish were the trustees of the fund according to the will; but before handing over to them the money, it was insisted that the kirk-session should exhibit for the approbation of the Court a scheme of the way in which they meant to dispose of the legacy. In compliance with this order, the kirk-session of Dollar laid before the Court a plan for erecting a great hospital or poorhouse. Opposition to this scheme was attempted by the heritors in the parish, but as the heritors were not trustees their opposition was disregarded, and the plan of the poorhouse was approved by the then Master of the Rolls. Before, however, he had issued his order the minister of the parish died, and his successor, as trustee, put in his claim to be heard on the subject of the appropriation of the legacy, and insisted that since the legacy was left for behoof of persons residing in Scotland, the Court of Chancery in England had no right to dictate to the trustees, or to control them in the disposal of the funds. He further insisted that the Court should at once put the minister and elders of the parish in possession of the funds bequeathed, leaving it to them to dispose of the legacy pursuant to the will of the testator, but subject to the control of the Scotch law courts. This view was adopted by the then Lord Chancellor.

By final order and decree pronounced 22d June 1818, he directed that, after paying the costs of the cause, the residue of the funds should be realized; and this having been done, they were invested in the purchase of £92,345, 3s. 2d. three per cent. consolidated bank annuities. Of this sum, £37,234, 14s. was transferred into the names of the *Minister and Elders*, 'to be by them applied for 'the benefit of a charity or school for the poor of the said parish of Dollar, pur-'suant to the will of the said John M'Nabb,' and the residue, £55,110, 9s. 2d., with some additions caused by the falling in of the capital set aside to provide for the annuities, amounting together to £56,574, 6s. 9d., remained, as appears from the Act of 1847, in the name of the *Accountant-General* of the Court of Chancery in trust.

The question then arose as to how this sum was to be expended. The idea of the poorhouse was abandoned, but the sum was greater than was necessary for the establishment of a school for teaching merely the elementary branches of education. The trustees therefore resolved to establish a seminary of education in the parish, in which the ordinary branches of instruction should be taught to the poor of the parish, and in which the higher branches should be taught also. Before carrying this resolution into effect, the trustees took the opinion of counsel as to the extent of their powers under the will, and the soundness of their resolution was confirmed by the following excerpt from the opinion of Messrs. Cranstoun, Thomson, and Jeffrey :—'. . . We think that the trustees have exercised a sound discretion in resolving to establish a great academy or seminary of educa-'tion upon a scale suited to the means that have been given them by the donor; and that in this seminary it is *their duty* to establish teachers of all such

[1] This account of the history of Dollar Institution is taken chiefly from the *New Statistical Account of Scotland.*

Dollar Institution.

'branches of useful knowledge as in their opinion may be beneficial to those who 'are likely to attend the school.' The trustees accordingly erected the present school-building, and appointed masters both for elementary and for more advanced subjects of instruction. Acting still by the advice of counsel, they opened the school to the poor of the parish of Dollar as gratis pupils; and at the same time admitted others to the benefits of the institution who resided in the parish and paid fees according to a scale fixed by the trustees, to be hereafter mentioned. They also established a few bursaries, to be given to 'meritorious foundation 'scholars,' to enable them to attend some University, and also in connection with the trust they established a library, a Sabbath school, a savings bank, a school for gymnastics, and a dispensary, under the charge of the surgeon to the Institution.

Constitution and Management.

In 1847 an Act was passed to increase the number of trustees for the management of the Dollar Institution. This Act went upon the preamble that the funds bequeathed by the testator having proved greater than was anticipated, the Institution had become more important than could have been contemplated by the truster; that the number and description of the elders and trustees being subject to constant variation, and there being difficulty in a small country parish such as Dollar in obtaining a sufficient number of persons eligible as elders who are qualified as trustees for the management of so valuable and important an institution, it is expedient that persons qualified by station and talents should be added to the present body of trustees.

Accordingly it was enacted that the following should be appointed to act as trustees; viz., the minister of Dollar and three elders of his church, and the elders for the time being (but not more than four), the minister of Clackmannan, the minister of Alva, the Principal of the University of Edinburgh, the Lord Lieutenant, Vice-Lieutenant, Convener, and Sheriff of Clackmannan, the patron of the parish of Dollar, all heritors of the parish who are assessed for parochial burdens upon a real rent of £200 per annum within the county, and two persons standing on the roll of the Parliamentary electors of the parish of Dollar to be chosen by the Parliamentary electors.

Such, therefore, is the constitution of the present board of management, consisting of some thirty-one persons, with equal voice in the direction of the affairs of the Institution.

Buildings.

The institution is situated in a beautiful and healthy locality in the valley of the Devon, at the foot of the Ochils, where they rise to the height of 1800 or 1900 feet. A country village has sprung up around the Institution, and it has attracted a considerable class of people, who have been induced to reside in the village and neighbourhood by the educational advantages offered by it. The building is very good. It is of Grecian architecture, 186 feet in length and 63 in breadth. In the centre of the front, which looks to the west, there is an elegant portico of six columns, and the top of the wall all round is surmounted by a block course, which conceals the roofs and chimneys, and with the portico gives a massive and handsome appearance to the building. There are two other schools preparatory to the Institution, one at the gate of the ground in which the building stands, and one in another part of the parish. The main building consists of two storeys, containing on the ground floor, besides a large public hall or library, the three junior English class-rooms, the two classical rooms, writing room, industrial room, and janitor's house. On the upper floor, there are two arithmetic and two rooms for drawing on one side of the hall, above the English rooms on the ground floor; on the other side of the hall, there are two mathematical rooms, modern language room, and senior English room; and over the principal's classical room and lobby on the ground floor there is the Board room. There is accommodation in this, the main building, for 1268 scholars, exclusive of the hall, which is 46 feet square. In the preparatory school, at the gate, there is accommodation for 109, and in the Sheardale School for 119, or, in all, for 1496 scholars.

Finance.

As we have previously mentioned, the sum of £37,234, 14s. was transferred to the minister and elders. Of this sum, £25,234, 14s. was expended by them in the purchase of ground and feu-duties, in the erection of the Institution and

teacher's houses and other charges of establishing the school. A balance of £12,000 therefore remained in their hands. This balance, with the sum standing in the name of the Accountant-General, amounted together to £68,574, 6s. 9d. of three per cent. consolidated bank annuities. From the first item in the following account of income for the past year it may be inferred that, besides the value of the ground and buildings, the funds may now amount to rather more than £70,000. Dollar Institution.

Income and Expenditure.

INCOME AND EXPENDITURE.

Income.

1. Dividends on endowments, interest, etc.,	£2,172	10	5½
2. School fees and stationery,	1,234	17	6
3. Garden proceeds,	272	10	7
4. Feu-duties, and interest on buildings,	80	10	7½
5. Drawing materials,	61	2	3
6. Miscellaneous,	4	5	6
Total income,	£3,825	16	11

Expenditure.

1. Salaries of teachers, treasurer, librarian, janitor, also retiring allowances to two teachers,	£2,485	5	0
2. Bursaries and money spent upon scholars to enable them to carry on their studies,	71	16	0
3. School and prize books, drawing materials, etc.,	230	2	9
4. Clothing for poor scholars, etc.	55	6	8
5. Garden work,	202	13	3
6. Extra work,	113	6	4
7. Allowances and extra labour,	71	6	4
8. Repairs and extension of buildings,	162	8	8
9. Incidental expenses,	254	1	4
Total expenditure,	£3,646	6	4
Garden accounts uncollected,	8	3	11
Balance in hand 30th December 1865,	171	6	8
Total,	£3,825	16	11

Salaries.

SALARIES OF TEACHERS.

The salaries of the principal, masters, and teachers for last financial year are as under:—

Classics,	Rev. Dr. Milne, Principal,	300	0	0	and house.
	Mr. Kirk (left),	170	0	0	
	Mr. Leitch,	170	0	0	and house.
Mathematics,	Dr. Lindsay,	220	0	0	and house.
Arithmetic,	Mr. Symmers (besides £20 as librarian),	200	0	0	
	Mr. Bennet, assistant,	10	0	0	
English,	Mr. Macdonald,	170	0	0	and house.
	Mr. Philp,	82	10	0	
	Mr. Christie,	95	0	0	
	Mr. Spence,	72	10	0	
	Miss Murray,	55	0	0	
	Miss Crombie,	55	0	0	and house.
	Miss Drysdale, assistant,	1	5	0	
Mod. Langs.,	Mr. Bonne,	170	0	0	and house.
Drawing,	Mr. Brown (besides £10 for superintending materials),	170	0	0	and house.
	Miss Westwood, assistant,	11	15	0	
Writing,	Mr. Douglas,	150	0	0	and house.
Botany,	Mr. Westwood,	100	0	0	and house.
Music,	Mr. Deany,	20	0	0	
Dancing,	Mr. Smyth,	10	0	0	
Sewing,	Miss Watt,	60	0	0	
	Miss Snowdown, assistant,	11	5	0	
	Sheardale School—Mr. Clark,	30	0	0	
		£2,334	5	0	

Dollar Institution.

Fees.

The fees of the Institution are paid on what is called a 'Basis Principle.' All boarders and residents pay a basis fee—

(1.) For the general course, .	£4 0 0	In the *senior* school.
„ Modern Languages, .	0 15 0	
„ Drawing, . .	0 15 0	
	£5 10 0 per an.	

(2.) For the general course, £2 in the *junior* school.

This fee is exacted from all who attend the school, except the foundation free scholars, until they have resided three years in the parish.

After such residence the following fees are charged :—

(3.) General Course, . .	£1 0 0	By all residents of three years' standing, who have an income of over £60 per annum.
French, etc., . .	0 15 0	
Drawing, . .	0 15 0	
Latin and Mathematics, .	0 2 0	
	£2 12 0 per an.	
(4.) In the junior school, .	£0 10 0	
(5.) General Course, . .	£0 10 0	By residents of three years' standing, who have an income of less than £60 per annum.
Writing, Drawing, Latin, and Mathematics, .	0 4 0	
	£0 14 0 per an.	

(6.) The free scholars, 320 in number, consist of the children of labourers and workmen in the parish having an income under £40 per annum, and these scholars after three years residence in the parish, in addition to their education, are supplied with books. A senior scholar, therefore, can be educated at Dollar in all the branches of instruction taught there, if he has resided three years in the parish, for £2, 12s. per annum, and a junior for 10s.

'By this system,' Dr. Milne says, 'of charging the fees on the principle of a 'basis-fee (paid half-yearly in advance), which must be paid if only a single class 'be taken, we avoid a desultory attendance on a class here or a class there. The 'basis-fee embraces the whole course except modern languages and drawing.'

The cost of education at Dollar would thus appear to be placed at as low a rate as possible. But it seems that the fees of non-resident scholars are considerably higher than they were originally. Since 1851 to the present year the annual income derived from this source has steadily increased.

In	1851,	the fees amounted to	£163 13 5
„	1852,	„ „	200 17 6
„	1853,	„ „	249 16 6
„	1854,	„ „	301 3 0
„	1855,	„ „	323 19 0
„	1856,	„ „	374 17 0
„	1857,	„ „	480 4 0
„	1858,	„ „	571 0 0
„	1859,	„ „	754 7 0
„	1860,	„ „	No Return.
„	1861,	„ „	956 19 0
„	1862,	„ „	No Return.
„	1863,	„ „	1051 12 6
„	1864,	„ „	1102 1 6
„	1865,	„ „	1218 0 6
„	1866,	„ „	1234 17 6

This steady increase is the best indication of the satisfactory progress made by the Institution with the last fourteen years.

Dollar Institution.

Teachers.

The staff of teachers is a very strong one. It consists of the following :—Rev. John Milne, A.M. and LL.D., is the Principal of the Institution, and besides managing the internal arrangements of the school, he along with Andrew Leitch, A.M., teaches the classical department. The mathematics, engineering, and physical sciences are undertaken by James Lindsay, A.M. and LL.D. Arithmetic, by Mr. Symmers, F.R.A.S., assisted by Rev. E. D. Montgomery, A.M. of Aberdeen. English, geography, and history are taught by James L. Macdonald, A.M. French, German, and Italian, by M. Bonne, a graduate of the University of Paris. Drawing, by Mr. Brown. Writing and book-keeping, by Mr. Douglas. These are the teachers in the senior department. In the junior department, English, writing, and arithmetic are taught, in the boys' classes, by Messrs. Spence and Christie, the former having been educated at the University of Edinburgh, the latter at a Normal school ; and English, geography, and history are taught to the junior girls by Mr. Malcolm. Besides these teachers, music, dancing, needlework, and botany are taught by separate teachers ; and there is a preparatory school under a female teacher, and the school at Sheardale under Mr. Clark.

Scholars.

In reference to the social position of the scholars attending the Institution, Dr. Milne sends us the following information :—

'Taking the upper school throughout, about three-fourths, both boys and 'girls, are the sons and daughters of merchants, professional men, military men 'in India and elsewhere, or the sons and daughters of the widows of such men 'resident in Dollar ; the remainder belong to shopkeepers, and the working 'classes generally.

'This general statement gives a nearer approximation to the real facts of the 'case than if I were to select 20 boys and 20 girls from any particular form, 'and give the business or profession of each ; because, if taken from the highest 'forms, not 1 in 10 would appear to belong to the working classes ; and if from 'the *lowest* forms, the proportion of poorer scholars to those of wealthier parents 'throughout the school would be much overstated.

'In the preparatory school, fully three-fourths belong to the working classes, 'and the remainder to the better class of residents.

'At Sheardale School, the children, both boys and girls, belong entirely to the 'working classes, chiefly colliers.

He has also sent us in detail the professions or occupations of the parents of 20 boys and 20 girls in the upper school. They are as follows :—

Professions or occupations of the parents of 20 boys in the Upper School at Dollar Institution :—

1. Brewer, Alloa.
2. Parish clergyman,
3. Sheep farmer.
4. Landed proprietor.
5. Brewer.
6. Major, E.I.C.S.
7. Medical officer, E.I.C.S.
8. Writer.
9. Merchant, Glasgow.
10. Contractor.
11. Parish clergyman.
12. Engineer.
13. Captain, E.I.C.S.
14. Distiller (deceased).
15. Banker.
16. Landed proprietor (deceased).
17. F. C. minister.
18. Engineer.
19. Mason.
20. Major—retired.

Professions or occupations of the parents of 20 girls in the Upper School at Dollar Institution :—

1. French pastor (deceased).
2. Brewer.
3. Shipbuilder.
4. Merchant.
5. Manufacturer.
6. Coalmaster.
7. Teacher.
8. Major-General, E.I.C.S.
9. Brewer (deceased).
10. Parish minister.
11. U. P. minister.
12. Teacher.
13. Farmer.
14. Merchant (deceased).
15. Shoemaker.
16. Drawing master.
17. Surgeon.
18. Travelling agent.
19. Grocer.
20. Medical practitioner.

Dollar Institution.

The scholars at present are—

	On Roll.	*In Attendance.*
(1.) In the main building,	Boys, 343	Boys, 320
" "	Girls, 204	Girls, 191
	547	511
(2.) In the elementary school,	Boys, 57	Boys, 51
" "	Girls, 45	Girls, 35
	102	86
(3.) In Sheardale School,	Boys, 10	Boys, 10
" "	Girls, 15	Girls, 15
	25	25

The total number, therefore, in the whole Institution is—on the roll, 674, and in attendance, 622.

ORGANIZATION.

The arrangement of the school is as follows :[1]—

'At the age of four years, children are admitted to the infant or preparatory 'school, under the care of a female teacher and assistants, where they usually 'continue three or four years, till they are able to read such easy reading as is 'contained in Constable's Third Reading Book with tolerable accuracy. At the 'age of seven or eight they are transferred to the junior department of the In- 'stitution (which is under the charge of two masters), and continue under the 'care of the same master for usually three years (but in some cases two years 'suffice), until they can spell with fair accuracy, read ordinary reading with 'facility, know the general outlines of geography, something of Scripture facts, 'and can work with facility the first four rules of arithmetic.

'On leaving the junior department, at the age usually of ten or eleven, the boys 'and girls, who have been previously taught together, are separated, the girls 'taking usually for one intermediate year English (with geography and Scripture), 'writing and arithmetic, and sewing, under the respective teachers of these de- 'partments in the upper section. The following session, at the age of twelve or 'thirteen years, they usually take French and drawing in addition ; and after one 'or two years of French, commence German and Italian—such at least as take it '—a year later. This with a little botany (taught during the summer months) 'constitutes the course for the girls.

'The boys who have passed from the junior section have the option of taking 'simply a course of English, writing, and arithmetic, in which case they have 'three hours' English, two hours' arithmetic, and one hour's writing ; or of com- 'mencing Latin, in which case they have two hours of Latin, and either one 'hour's English and two hours' arithmetic, or one hour's arithmetic and two 'hours' English, according to greatest need, and one hour's writing ; but unless 'in case of forward boys, an intermediate year of the English course is recom- 'mended before the pupil commences Latin. After two years of Latin, French 'may be commenced, and drawing is usually commenced about the same time. 'Pupils who do not take Latin may commence French sooner. Greek is usually 'taken by the comparatively few who study it along with the third year of Latin. 'Along with the fourth year of Latin, when usually mathematics are commenced, 'the study of Latin is reduced to one hour daily and one hour Greek ; and from 'this point mathematics, in our case, become the preponderating study. The 'classes are so arranged that arithmetic may be taken (if the pupil be somewhat 'deficient, or if arithmetic be a prominent object) for one hour daily, along with 'the first year's algebra, but not beyond. Boys in the engineering department 'give their whole time to mathematics, planning, and drawing, with the addition 'usually of French, or French and German. The elements of chemistry and the 'physical sciences are also taught in connection with the Mathematical Depart-

[1] We have to thank Dr. Milne, the Principal of the Institution, for this account of the organization of the school.

'ment. During the summer months there are also extra classes for botany, fencing, and dancing for such as choose to join them and pay the extra fee. Dollar Institution.

'To prevent as much as may be the collision of so many classes, a sort of *see-saw* 'arrangement is necessitated. No special arrangement is needed for writing, 'drawing, or needlework. The pupils consequently attend these at such hours as 'their other classes render most convenient, two hours each being specially 'assigned for girls in writing and drawing—four hours in writing for boys, and 'two hours drawing for do. The highest classes in classics (Latin) are set off 'against elementary mathematics, highest arithmetic, and lower English, with 'none of which they come into collision; Greek against highest English and prac-'tical mathematics and junior arithmetic; highest mathematics against junior 'Latin classes, middle classes of English and junior French.

'By retaining the same scheme of classes from year to year, new pupils are in 'most cases classed without much collision; and if collision do take place, that 'which is least valued must give way.

'By charging the fees on the principle of a *basis* half-yearly fee (paid in ad-'vance), which must be paid if only a single class be taken, we avoid a desultory 'attendance on a class here or a class there. The basis fee embraces the whole 'course, except French (inclusive of German and mathematics) and drawing.'

Examinations.

In the Classical Department, there are five classes in Latin and two in Greek. The three lower classes are taught mainly by Mr. Leitch, the classical master, the fourth and fifth by the principal, who also takes the third class for one hour a day. The classical master teaches the junior Greek, the principal the senior. According to the time-table, each of the three lowest Latin classes attends two hours a day, but this is somewhat obstructed by the circumstance that during one of those hours the second and third classes meet together. The upper Latin and the Greek classes meet one hour a day each. In the whole school only 12 are learning Greek, of whom 10 are in the junior, and 2 in the senior classes. In the Latin classes there are 59 in the junior, and only 4 in the senior, the rule being, that very few carry their Latin studies beyond their third year. The popular branches are, English, drawing, modern languages, arithmetic, mathematics, and science. Classical Department.

First Latin.—In this class there were 59, in two divisions, learning, however, the same lessons. Their ages varied from ten to fourteen. The teaching was careful. The language was taught in a skeleton fashion by stems, with a text-book, however, in addition (William Smith's *First Latin Course*). Boys were called upon to give examples of a guttural stem, a labial stem, a dental stem. This skeleton mode was carried out in the declension of nouns, adjectives, etc., of which generally only the terminations were given by the boys. The class was moderately attentive, but the system seemed unattractive. The examination was confined a good deal to the better boys, and consequently those at the bottom did not seem to pay much attention. The master, as he examined each boy, stood in front of him and carried on his examination in a low tone. Towards the end of the hour the boys wrote out on slates the translation of a few sentences. Many of the boys simply copied from papers which they had brought with them, as they knew the sentences that would be set. A few at the top were called on to read the translation of these sentences. Those below were supposed to be correcting their exercises from those thus read aloud, but no means were taken to test how far this was done, for after one reading of the translations the slates were laid aside.

Third Latin (with the Principal).—22 in number, thirteen to fourteen years of age. *Cæsar*, Book i. chap. 4, the day's lesson. The translation and parsing were inaccurate.

Senior Latin.—4th and 5th classes were examined on paper. To the former a passage was given from the 6th Æneid, to the latter an ode of Horace, in both cases recently read in the class, and, in addition, a very short and easy passage of English to translate into Latin.

Virgil—3 good.
4 fair.
4 bad.
3 very bad.

Dollar Institution.

e.g., (1.) 'O bis Stygios innare lacus,'
=Twice born in the Stygian lake.
(2.) 'Junoni infernæ dictus sacer,'
=O infernal Juno, the sacred leader.

The Latin prose was very bad.

4 passable in comparison with the others.
4 fair.
4 very bad.

5th Latin.—3 boys present, thirteen to fifteen years of age.

Horace—2 good, 1 fair. | *Prose*—1 fair, 1 poor.

It is to be observed in reference to these classes, as in some of the other senior classes, that many of the pupils had been only part of one session at Dollar. It seems as if boys were sent to this school to cram up certain subjects, or to make up for certain deficiencies. There is great apathy throughout the school with regard to classics, and the classical masters have uphill work to maintain the position of the Academy as a classical school. This distaste for classics has increased since 1860, when engineering began to be popular in the school. The following tables show the numbers attending the senior Latin since 1855 :—

Session.	*Numbers.*
1855-56,	14
1856-57,	9
1857-58,	12
1859-60,	12
1860-61,	7
1861-62,	6
1862-63,	9
1863-64,	5
Since then	4 or 5

The fault lies very much with the parents, and with the boys themselves. The former, as a class, are not good judges of a sound and liberal education; and to the majority of the latter Latin and Greek present too many difficulties and require too much real application and head-work to be anything else but distasteful.

Greek.—The junior Greek class, 9 present, fourteen and fifteen years of age, had only begun Greek this session. They were carefully taught, but in the skeleton or stem system, by the radical letters of nouns, etc., for the nominative, and by the terminations for the other cases. In this manner τύπτω was reduced to ω—εις—ει—ετον—ετον—ομεν—ετε—ουσι. The small numbers and the more advanced age of the boys make the method more effective than in the junior Latin.

Senior Greek class, 2 boys, fifteen years old, reading Homer. The work (translation and parsing) was well done.

Modern Language Department.

The *Modern Language* Department is taught by Mr. Bonne, who was appointed in 1862, and had previously taught in the Grammar School at Ripon, and had been for some time a private teacher in London. There was a regulation in the school that no boy is allowed to begin French until he has been two years in Latin. This regulation has been slightly relaxed of late. 'A boy,' it seems, 'is not 'now *absolutely* prohibited, but strongly dissuaded, from commencing French at the 'end of the first year of Latin, unless he be an older boy.' The consequence of this is, that the boys rarely come to this class until they are thirteen or fourteen years of age. The majority, therefore, leave before they have had a complete course of French. At present there are 52 in the junior class, and only 8 in the senior; whereas there are 37 in the junior girls' class, and 15 in the senior.

There are in this Department—

On the Roll.	*In Attendance.*
Boys, 88	Boys, 78
Girls, 78	Girls, 73
166	151

Of the above, all are in French; 9 boys and 31 girls learn German; and 6 girls Italian.

The *French* division is arranged in three classes for boys, and three for girls, which meet at different hours. We heard the master teach the junior boys' class, and examined a portion of the senior boys' and senior girls' classes on paper. Dollar Institution.

There were 50 present in the junior boys' class, which met from half-past two till half-past three. The lateness of the hour perhaps accounts for the fact that there was an air of languor and listlessness on the part of the boys, and an impression that the master found it hard work to teach them anything. It was apparent that the boys had a good opportunity of learning French thoroughly well, if they chose to avail themselves of it. But there was great want of attention displayed by all of them. The paper in the senior class was very indifferently done by the four senior boys, and very well done by the senior girls. The paper was the most difficult hitherto given, and the result, so far as the girls' answers goes, was the most satisfactory we have had.

French Paper.

Girls' Senior Class.

No.	*Age.*	*Years at School.*	*Years at French.*	*Marks.*	*Max.* 240.
1	16	1	3	44	
2	17	7	4¼	90	
3	17	4	3	130	
4	16	2¼	2¼	85	Aver. 110.
5	16	7	4	127	
6	16	1	1 at this school.	190	
7	13	7	3	104	

Eight girls in this class, some of whom the teacher considered quite as good French scholars as the seven examined, were absent. The dictation in all but one of these papers was very accurately and carefully done, the translation from French into English (two stanzas from Alfred de Musset) was remarkably well rendered by one of the girls, and fairly by all; and the translation from English into French proved that the class was thoroughly drilled. The rest of the paper was creditably done.

Boys' Senior Class.

No.	*Age.*	*Years at School.*	*Years at French.*	*Marks.*	*Max.* 240.
1	16	1	5	60	
2	16	2	3½	45	Aver. 44.
3	16	1¼	3	65	
4	16	1	3	5	

These boys had all been several years in French at some school, only one of them had been any length of time at Dollar. One of these did the dictation fairly. But more marks were gained by them for the historical and geographical questions at the end of the paper than for French.

In the *German* division of this department, there are two classes for girls and one (junior) for boys. There are 9 boys and 18 girls in the junior class, and 13 girls in the senior. Eight of these (boys and girls) were examined on paper. It was a simple paper selected mostly from Ahn. The classes were beginning their third session, and considering the length of time they had been at German, their papers were not very good. The paper was intended for the junior section, but the master considered it of sufficient difficulty for the senior.

The maximum was 165, and two of the papers got 110 and 102 marks respectively. The average of marks, however, was 72, and the average age nearly sixteen. Considering that they had been more than two years at German, and the paper was very elementary, it should have been better done.

English Department.—The whole school attends some of the classes in the English Department, with the exception of 23 boys (all between twelve and sixteen, English Department.

Dollar Institution.

or above sixteen), and 3 girls (one between twelve and sixteen and two above sixteen). We were present for a short time while the teachers were teaching both in the junior and senior departments, and the appearance presented in both departments was satisfactory.

Twenty-seven of the seniors were examined on paper, the questions being almost the same as those given at Dundee and at the Madras College, St. Andrews.

The result was much better than at either of those schools, but not quite so good as we anticipated from the appearance of the classes. It must, however, be borne in mind that the senior English teacher has only been a very short time at Dollar. The average marks gained at Dundee was only 18, at the Madras, 35, here 60. The average age was 15.

The three highest were as follows :—

No.	*Age.*	*Years at School.*	*Marks. Max. 200.*
1	17	1	105
2	17	2	85 } Average 89.
3	16	2¼	77

The three lowest—

No.	*Age.*	*Years at School.*	*Marks. Max. 200.*
1	16	2	25
2	16	9	33 } Average 33.
3	17	2¼	40

Arithmetic Department.

In the *Arithmetic Department* there are—

On the Roll.	*In Attendance.*
Boys, 225	Boys, 206
Girls, 127	Girls, 111
352	318

This department is divided into six classes for boys and six for girls. We saw three of these classes at work, and were favourably impressed by the teachers' system. The teaching was perhaps not so lively as that of some arithmetical teachers, and the classes appeared too numerous. But the instruction given appeared to be thorough.

Twenty-two did a paper on arithmetic, rather more difficult than the one given in Dundee and at the Madras College, St. Andrews. The result is satisfactory. Average number of marks is 73 out of 200; average age, fifteen; average number of classes attended, including arithmetic, six. These papers indicate that this subject is well taught. The highest marks were gained by a scholar who had been nine years at the school. The three lowest by three boys who had been only one quarter. For these the teacher is not responsible, it would give an average of 80 throughout the whole class of 19, with these three exceptions the work was well done.

No.	*Age.*	*Years.*	*Classes.*	*Marks.*	*No.*	*Age.*	*Years.*	*Classes.*	*Marks.*
1	12	5	4	65	12	17	1	3	85
2	14	7	4	70	13	16	1	5	95
3	14	2	5	65	14	16	1	5	85
4	14	0¼	6	35	15	16	3	8	90
5	14	0¼	6	25	16	16	2	5	115
6	16	1	5	60	17	16	9	5	140
7	14	2	6	70	18	15	2	5	135
8	13	1	6	85	19	11	0¼	4	10
9	15	3	4	45	20	17	6	4	85
10	15	1½	5	50	21	16	1	6	60
11	16	5	4	65	22	14	6	5	65

Dollar Institution.

Mathematical Department.

Mathematical Department.—All boys.—This department is taught by Dr. Lindsay, In it there are two classes of 36 and 9 respectively in lower and upper algebra; one of 26 in geometry; one of 11 in geometry and trigonometry and mixed mathematics; one of 4 in engineering; two of 50 and 9 in chemistry, for mathematical pupils who choose to attend on Saturdays only; one in natural science of 40, taught once a week to the lower algebra and a few miscellaneous pupils; and one of 11 in experimental science, taught once a week to the senior geometry class, The total numbers are 59 regular and 14 miscellaneous scholars.

The algebra and geometry classes were examined.

In algebra, the boys sent up to be examined were 8 in number—age, about fifteen years. The majority had been in algebra a year and a quarter, and did their work, as far as simple equations and, in some cases, quadratic equations, remarkably well. The paper was the same as the paper given at Dundee High School. The time allowed only one hour, as at Dundee.

Order of Merit.	*Age.*	*Years at Algebra.*	*Marks.* *Maximum* 200.
1	16	2	110
2	16	,,	90
3	15	,,	90
4	15	,,	87
5	16	,,	80 — Average 80.
6	15	,,	73
7	16	,,	68
8	16	,,	43

In the geometry (junior), 10 boys—ages 14 to 16—were set a paper on the First Book of Euclid, the same paper as that given in the Madras College, St. Andrews. Most of these boys had only been a few months at Dollar, having come from schools where they had studied geometry for a year. They were, therefore, in the same position in point of time as the St. Andrews boys. The papers were well done.

No.	*Age.*	*Session at Dollar.*	*Marks.* *Maximum* 200.
1	16	1st.	188
2	16	,,	125
3	14	,,	125
4	15	,,	120
5	15	2d.	120 — Average 105.
6	15	,,	115
7	15	,,	110
8	16	,,	110
9	16	,,	30
10	14	,,	10

The instruction in trigonometry and natural sciences given here, according to the Report of the Cambridge Examiners of July 1866, is very elementary. The engineering class is chiefly for candidates for the Indian Civil Engineers' Examination. The Secretary of State for India recognises the Dollar Institution as a training place for this examination, and its candidates have been very successful. The Institution has sent up candidates since 1863, in which year they gained the 3d, 4th, 7th, and 8th places among the 10 placed. The 2 remaining candidates from Dollar stood 12th and 13th, and next year (1864) passed 4th and 5th, the Institution obtaining the 2d place also. In 1865, only one candidate was sent up, and he passed 2d.

Drawing Department.

In the *Drawing Department* there are—

On Roll.	*In Attendance.*
Boys, 113	Boys, 100
Girls, 63	Girls, 55
176	155

Dollar Institution.

Of these, 74 boys and 51 girls on the roll are taught freehand sketching; 22 boys and 12 girls landscape; 4 boys architectural and 13 mechanical and civil engineering drawing. All but 6 of those in attendance are above twelve years of age, and 29 are above sixteen.

Such is the result of our examination of Dollar Institution, and with the exception of the Classical Department, it is satisfactory. The deficiency in that department, as we have said before, is not attributable to the teachers, but to the fact that the desire for classical instruction is small on the part of those scholars who come to the Institution.

List of Honours.

The list of honours gained by scholars from Dollar since 1862 proves that the Mathematical and not the Classical Department is the popular one at this school:—

Year.	*Classics.*	*Mathematics.*
1862,	8th prize in Junior Humanity Class — Edinburgh University.	2 Prizes in Mathematical Classes, 1 in Natural Philosophy, 1 in Chemistry—Edinburgh University. 3 Prizes in Engineering Classes—Glasgow University.
1863,	No honours.	2 Prizes in Mathematical Class—Edinburgh. 1 Prize in Civil Engineering Class—Glasgow. 4 Appointments by competition in Public Works Department of India.
1864,	No honours.	1 Prize in Mathematical Class—Edinburgh. 3 Appointments—Public Works Department of India.
1865,	3 Certificates of Merit in Greek Class of Edinburgh University.	1 Appointment—Indian Civil Engineers.
1866,	1 Prize in Greek Class of Glasgow University.	1 Certificate of Merit in Mathematical Class of Glasgow University. 2 Appointments—Public Works Department of India.

This year also an eight years' pupil of Dollar gained, after eighteen months' special training in London, a competitive appointment to the Indian Civil Service.

The preference, therefore, for mathematical studies is explained by the great success that the engineering students have had, and as the ablest scholars prefer that department, the want of success in the Classical Department is not to be attributed to the teachers.

Remarks.

There are, however, two points in connection with this Institution to which it is desirable to call attention, and these are—(1.) the very large number of trustees, and the fact that, owing to the property qualification introduced by the Act of 1847, this number may be increased almost indefinitely; and (2.) the restricted power of the principal.

The trustees, as we have already said, are thirty-one in number, and they, with the principal and one of the teachers, compose the managing body. The management by so large a body is inevitably capricious. 'The responsibility,' as one of the trustees put it, 'is very much diluted, and no meeting is ever the same as the 'one preceding, hence a shifting and irresolute policy.' 'The business of the 'meetings,' we were told, 'is impeded, and amid the conflicting views of a num-'ber of men, sometimes but partially acquainted with the real state of affairs, 'legislation is at times hasty and inconsiderate, just because it is scarcely possible 'to give to so large a body of men a just idea of the bearings of any particular 'case.' This diluted responsibility, and hasty, inconsiderate management, may at any moment lead to very serious results in the future of the Institution. One remedy suggested to us by some with whom we conversed was, that, if it were practicable, the present body of trustees might form a kind of General Council,

and select some six from among their number who should have the full management of all educational matters. These six might be elected for three years, and thereafter two of their number should retire annually. Dollar Institution.

Another suggestion was one which cuts deep into the second point to which we wished to call attention. It was put in this way :—'If the Board is to continue 'as it is, it would be necessary to increase the status and salary of the rector, 'and to give him during his tenure almost absolute power over the educational 'department.' Of that suggestion we fully approve. Both the salary and the position of the principal are so little raised above those of the other teachers, that he is principal only in name. He is merely a medium of communication between the teachers and the trustees. He has power to enter any of the teachers' classes, but any interference is apt to be resented. Hence his authority is restricted. So, in his actings with regard to the scholars, his power is limited. Rule VI. sect. 3 is in these terms :—

'3. In case of any instance of aggravated offence or disorder, it will be the 'duty of the Master to report it to the Principal, and it will be the Principal's 'duty, either upon such report, or upon his own personal knowledge of the fact, 'to see the guilty pupil rebuked, or condemned to a task, or chastised in a public 'manner in presence of the different classes assembled for that purpose. Should 'that punishment fail to produce the desired reformation, the Principal may sus-'pend the pupil's attendance at the Institution, and will then report the whole 'matter in writing to the Trustees at their next General Meeting, or if that be 'too distant, to a *pro re nata* meeting, to be summoned as aforesaid, when such 'more effectual measures will be adopted as the case may seem to the meeting to 'require.'

During our visit, one of the pupils, a big, strong lad, had knocked down one of the teachers for insisting upon some point of conduct in the class. In most schools such a piece of insubordination would have been followed by the public expulsion of the offender by the head master. Here the master's power was limited to the suspension of the pupil's attendance at the school, until he had summoned a meeting of the thirty-one trustees, a process which by rule required ten days. Had the principal taken the law into his own hands, and at once dismissed the boy from the school, it is not impossible that the trustees, or a faction of them, would have reinstated him, to the ruin of all discipline. The true suggestion for improvement in the management of this Institution, and, as we have said in the General Report, for the improvement of nearly all the great institutions of Scotland, is 'to increase the status and salary of the rector, and 'to give him almost absolute power over the educational department.'

[S.

Lanark Burgh School.

Visited Jan. 21, 1867.

XIX.—LANARK BURGH SCHOOL.

History.

The history of the Grammar School can be traced beyond the period to which the town records extend. These go back to 1650. But, in 1648, we find in the Presbytery records notice of the Grammar School in connexion with a mortification for its benefit; and in the second volume of the *Miscellany of the Maitland Club*, there are extracts from the accounts of common good of the various burghs in Scotland relative to the payment of schools and schoolmasters between the years 1557 and 1634. From these we learn that there existed a schoolmaster to teach grammar, and a second schoolmaster (first noticed in 1628) to teach music, in the burgh of Lanark. What became of this office, we can only conjecture. It was perhaps merged in that of precentor, or more probably in that of teacher of English in the Grammar School. For in the town records we find frequent notice of a second master or doctor, whose office existed at all events to the beginning of the present century.

Management.

The patrons of the school are the members of the Town Council. There is no parish school in Lanark apart from the Burgh School. The Town Council provide a salary for the rector, together with the school-buildings and dwelling-house, but no provision exists for a retiring allowance to the rector.

Buildings.

Both the school buildings and the dwelling-house are good. The former were erected in 1840, and have two class-rooms, with accommodation for 133 scholars. The site of the school is good, and it has a playground of moderate size attached to it. The only deficiency that we could detect was the want of a covered place in wet weather. The furniture and repairs of the school are attended to by the Town Council, and are kept up at a moderate expense.

Finance.

The rector has £40 of salary, £18 of a Parliamentary grant, and £90 of fees. Out of this sum he pays his assistant £40, who in addition gets £25 from Parliamentary grants. A large portion of the fees is derived from the bursars under different mortifications. The Town-Clerk has furnished us with the following account of them:—'They are three in number. One of them (Thomson's) is entirely under the control of the Magistrates and Town Council, both in reference to the management of the funds and the patronage of appointing the boys to be educated. In another (Battiesmains), the Town Council have only the appointment of the boys, the management of the fund being vested in the ministers of the parish, the Moderator of the Presbytery of Lanark, and the eldest bailie of the burgh,—the trustees appointed by the donor. In the third (Hyndford and Mauldslie), the Town Council have not the patronage of appointment, but pay a yearly sum of £20, 14s. 9d. as interest for money mortified by James Lord Carmichael.

Bursaries.

1. The founder of Thomson's Mortification was John Thomson, servitor to Sir James Carmichael of Bonnington. The deed of mortification is dated at Lanark, the 30th day of September 1720. It first states the grounds on which he was induced to leave certain property for the purposes of education, viz., 'that it had 'pleased the Lord in His sovereign goodness to provide him in the lands and tene-'ments mentioned in the will, that he had no children of his own body alive to 'succeed him, and that the Lord, in His good providence, had liberally provided 'for his nephew, William Thomson, writer in Edinburgh; in order, therefore, that 'the said lands might be of use after his decease to some young children from time 'to time for their education and learning to read the Scriptures, the testator leaves 'them for a help to the maintenance and education at the School of Lanark of 'two or more poor male children, as the maills and duties of the said lands and 'tenements will allow, at twenty pounds Scots to each yearly, from the time 'these poor male children are capable of learning to read, until they can exactly 'read the Scriptures; providing always, that these poor male children be of the 'name of Thomson, and of honest parentage, and that their parents live and have 'lived within the parish of Lanark, or failing such children, that they belong to 'the neighbouring parishes, and be children of the name of Thomson.' The principal deed appears to have been destroyed by the wife of the mortifier's

brother, who from the narrative in the decree proving the tenor of it, on the day after the mortifier's interment, when it was being read over to her husband and others, 'tore it in many pieces.' Lanark Burgh School.

The decree of proving the tenor was pronounced by the Court of Session on 10th January and 29th June 1722.

There are at present 20 bursars on the mortification, each receiving their school fees and £1 per annum, amounting in all to £36 for the past year.

2. *Battiesmains.*—This mortification was founded by Mr. John Carmichael, Commissary of Lanark, by contract, dated 7th December 1648, entered into between him and the Moderator of the Presbytery of Lanark, the minister of the parish, and the eldest bailie of the burgh, for themselves and their successors in the said offices and functions, whereby Mr. Carmichael disponed to the said parties and their successors, for the use of the poor scholars at the school of Lanark, certain lands called Battiesmains, which had been specified in a previous 'dotation.' The letter of dotation referred to in the contract is dated in 1640. By it he granted the fees of his office as commissary 'to be stocked and laid together for 'profit, aye and until the same(ns) should amount to such a sum as the yearly 'profits thereof might sufficiently entertain one poor scholar in meat and clothing 'at the school of Lanark, for such space as the said three persons should appoint.' Provision was made for additional bursars, to be added from time to time. The whole sums accumulated amounted to 2000 merks, and in order to secure this in a permanent investment, it was used as the purchase-money of Carmichael's own lands of Battiesmains. There are at present 10 bursars on the foundation, who receive £1 each in addition to their school fees. The sum expended on these bursars for the past year amounted to £18.

3. *Hyndford and Mauldslie.*—This mortification appears to have been founded in or about the year 1662 by James Lord Carmichael, with consent of his sons. Eight boys generally receive the benefit of this mortification, which yields each a yearly sum of £1, 19s. The sum expended upon these bursars for the past year, including their fees, amounted to £22, 8s. The sums expended have been somewhat in excess of the income, so that next year the money payment to the bursars will be diminished. Only seven bursars were paid last year, one having ceased to attend.

About a third of the scholars at the Grammar School are bursars under one or other of these foundations, and the income of the master depends largely on the money he gets for them. The fees of the school are paid at the end of each quarter, and the cost of education at the schools for boys, other than bursars, is, for the ordinary branches, English, writing, and arithmetic, 16s. a year. Mathematics or French in addition, 2s., and Latin and Greek together, 7s. 6d. a quarter. Fees.

As the school at present exists there is but one master, who provides and pays his own assistants. The rector was educated at Glasgow College, but took no degree. He was elected to his present office in 1851, and previously was parish schoolmaster in Biggar. His tenure of office is *ad vitam aut culpam.* His assistants are a pupil-teacher, and a probationer who was trained at a Normal school. They are quite subordinate to the rector, and their tenure of office and position are settled by the regulations common to inspected schools. Teachers.

The total number of scholars in attendance at the time of our visit was 102. The bursars, of course, represent the poorer classes of Lanark and the neighbourhood. Among the other scholars are found the usual classes attending a burgh or grammar school—sons of shopkeepers, with a few children of professional people. The school is exclusively for boys. The girls of the better classes attend private schools in the town of Lanark. Many others, both boys and girls, are accommodated in various free and subscription schools, where the ordinary branches are taught. Indeed the Burgh School could not nearly accommodate all the boys of the town and parish, apart altogether from the girls. The bursars may select their own classes, but, in common with the others, they generally go through the regular course common in inspected schools. The average age on coming to school is six or seven, and on leaving at thirteen or fourteen, so that a complete course occupies six or seven years. A great many children, however, leave the school earlier than this, mostly for offices, shops, etc. Only two boys within the last three years have gone to a university. Scholars.

Lanark Burgh School.

Examinations.

The school is divided into two sections, the junior, under the charge of the pupil-teacher and probationer, the latter mainly under the rector. In the higher section we found 22 boys learning Latin, 2 boys learning Greek, and a class of 5 in geometry. The highest Latin class were reading Virgil, and were fairly grounded in parsing and translation. The two Greek boys were working at Xenophon's *Anabasis*, and did very fairly. The junior Latin classes were also creditably taught. In Euclid the scholars were not very expert, and had only gone as far as the twentieth proposition. For the general character and standing of the school, more especially in the junior section, we subjoin the Report of Mr. Gordon, Her Majesty's Inspector of Schools :—'Neill M'Leod has mainly the 'junior pupils under his charge, and instructs them completely. The standard 'examinations give 10 per cent. failures ; and in the writing of the fifth standard 'there are no less than 70 per cent. ; and in the arithmetic of the three upper 'standards 25 per cent. ; certainly not what might be expected here. In the 'extra elementary subjects, the progress is much better. In Latin four boys 'translate and parse in Livy, as usual in the school, very well. Half-a-dozen 'are instructed in French and geometry ; in the latter, they are not offered at 'present.'

No. of Children above 6 qualified by 200 attendances.	No. Presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
102	91	8	8	8	8	...	...	...	...	44	43	41	41

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
10	10	8	8	10	8	3	8	19	19	18	13	244

XX.—LINLITHGOW BURGH SCHOOL.

Linlithgow Burgh School.

Visited January 21, 1867.

History.

Linlithgow is a place of great antiquity. Its earliest existing charter as a royal burgh dates from the reign of Robert II. ; but previous to that period it enjoyed that rank, since, in the Parliament of David II., held at Perth in 1348, it was statute and ordained, 'that so long as the burghs of Berwic and Roxburgh are de- 'tained and holden by English men, the burghs of Lanark and Lithcow shall be 'received and admitted in their place,' as constituted members of the Court of the Four Burghs. The Town Council, consisting of twenty-seven members, seems at one time to have exercised an almost despotic authority. As late as 1711, they passed an Act enforcing church attendance, shutting up all shops on Sunday under penalty, and forbidding the townsfolk to walk on that day in the yards or yard-heads, under penalty of a fine. They also passed some stringent Acts relating to the education of the youth of the burgh, to which reference will be made presently.

The earliest notice of the school in the Council minutes is 14th November 1629, when, 'as encouragement to the schoolmaster,' the rector's fee is raised to 6s. 8d., the doctor's to 3s. 4d., 'the landward bairns to doctor, 10s. 4d.' In the same year the schoolmaster is discharged 'because he allowed his school to fall into 'decay;' and in the following year the 'bairns are removed to the almshouse, as 'the old school is ruinous.' In May 1633, one bailie, the deacons, the school-master, and scholars are ordained to walk the marches ; and in the same year the schoolmaster's salary is increased, in consideration of his 'keeping of ane sang skail.'

In 1650, 'the yard at the back of the Grammar School is allowed to the 'schollars to take their diversion in.' In 1652, the schoolmaster's salary is aug-mented from 200 to 300 merks, and the Council take the bakehouse of Haw-thornden's lodging for a schoolhouse at 20 pounds Scots. In 1669, 'as the Laird 'of Hawthornden proposed to come to his own lodging to reside in, he executed a 'warning against the town to remove their Court, Grammar School, and prison 'from his lodgings, which the Council agreed to, and appointed the school to be 'kept in the Sang School, at the head of the Kirkgate.' In 1670, the Council resolved to build a new school, and house for the rector and doctor, upon the same ground where the former one stood ; and in the year following, a conjunct school-master is chosen, along with Mr. David Skeoch, and the fees and salary are to be equally divided between them.

After this we come for a short time upon troubled times, and the Council begin to exercise their power despotically. In 1674, Mr. David Skeoch is removed 'on 'account he refused to abstain from going to conventicles.' Fourteen years after-wards, Mr. James Kirkwood, author of a Latin grammar and other books, was school-master, when, after having filled the office for fifteen years, he quarrelled with the magistrates, whom he styles 'bigoty Presbyterians.' He refused to attend their meeting-house, which, in opposition to the public place of worship, was kept in the Provost's hall or kitchen, and after a long litigation with the town, he removed to Edinburgh, where he taught a private school. In 1707, the Council, 'considering 'that the schoolmaster's sallarie of 400 merks is a heavie burden upon the toun, and 'having called Mr. Wair, schoolmaster, before them, and tryed him if he would 'give doun any of his sallarie, he altogether declined the same ; therefor they 'have declared the school vacant against Candlemas next, against which time 'any other good schoolmaster is to be sought out who will serve cheaper.' The Council seem to have got a cheaper schoolmaster, a Mr. Ffogo, having been ap-pointed at a salary of 250 merks ; and next year, the Council, 'for encouraging 'the Grammar School, discharges all private schools to teach Latine or wryting.' In 1710 the Music School is taken down ; and in 1712, Mr. Ffogo's salary is again increased to 300 merks. From this time to the beginning of the present century, the rector and doctor continued as masters ; the rector teaching Latin and the doctor English. But from about 1825, there has been only one master for the whole school.

In 1849, upon a vacancy occurring, Mr. Shiells was appointed teacher. The appointment was made on certain conditions specified in the minute of appoint-ment, and expressed in the minutes of Council. These conditions were—(1.) That the election should be for ten years ; (2.) That the salary should be £30, payable half-yearly ; (3.) That the schoolhouse and garden, and seat in the parish church, should be occupied by the teacher rent free ; (4.) That the teacher should sign this minute in token of his acceptance of the office under the above conditions.

Linlithgow Burgh School.

Mr. Shiells did not conduct himself to the satisfaction of the managing body, and they determined to dismiss him at the termination of his ten years' tenure of office. He however refused to resign or give up the keys of the schoolroom, whereupon the Magistrates brought an action against him. The summons concluded for declarator, that the defender's appointment as, and right to hold the office of, schoolmaster of the Burgh School, terminated on or about the 12th of January 1859, and that he has ceased to hold the office, and for decree of removing against him. The defender denied that he had ever signed the minute of appointment, until the Town Clerk of the time explained to him, in presence of the Council, that his appointment was *ad vitam aut culpam*. He pleaded that it was *ultra vires* of the Magistrates as patrons to appoint a teacher for a limited number of years, and that any alleged limitation of his right to hold office *ad vitam aut culpam*, founded on the said minute, was illegal, and *contra bonos mores*.

This case, unfortunately, was compromised, otherwise the question of the tenure of a burgh school teacher's office would have been authoritatively settled. Mr. Shiells resigned, and the present teacher was appointed, after the school had been closed for about a year, and the number of scholars reduced to about half-a-dozen. There is no parochial school in Linlithgow, consequently, during the ten years' incumbency of the former teacher, the education of the young generation in Linlithgow has been backward. Among the pupils who have been educated at this school was the Earl of Stair, who was pupil when Kirkwood was master; and Colonel Gardiner, who was killed at Prestonpans, 'was trained up in human 'literature in the school of Linlithgow, where he made very considerable progress 'in the languages.'[1]

Management.

The management of the school is as usual in the hands of the Magistrates. They regulate the scale of fees, and fix the days for examination; but do not exercise any special control over the admission and expulsion of the scholars, nor over the studies nor discipline. These points of management are left to the teacher.

Buildings.

The building consists of one room 40 feet by 26, giving accommodation for 130 scholars. The furniture is old, but still sufficiently strong for the purposes of an ordinary, almost elementary, school as this Burgh School professes to be. There is a small playground, 160 yards by 70 close beside the building.

Finance.

The financial condition of the school is as follows :—

There are no bursaries or endowments.

The salary paid by Town Council to the rector is	£40	0	0
Allowance for house rent,	10	0	0
Fees,	109	0	0
Total,	£159	0	0

As to the fees, the teacher says that the scale of charges is so complex that he cannot fill up the schedule, but he gives his own scale as follows :—

English reading,	£0	5	0
Do., with grammar and geography,	0	6	0
English reading and writing,	0	7	0
Do., Do., with grammar and geography,	0	8	0
Writing and arithmetic alone,	0	6	0
English branches, with writing, arithmetic, and book-keeping,	0	10	0
Latin, Greek, French, or mathematics, singly—each,	0	5	0
Any two of them,	0	8	0
Music,	0	2	0

The average fee is 9s. per quarter. The fees are paid quarterly and in advance. The average number of classes attended by the seniors is five; viz.,

English branches, with writing and arithmetic, (say)	£0	9	0
Latin and mathematics,	0	8	0
	£0	17	0 per qr.

Or £3, 8s. per annum.

[1] Chambers's *Scottish Biography*.

The juniors will attend English reading, writing, and arithmetic,—say 9s. per quarter; or £1, 16s., per annum. Linlithgow Burgh School.

The teacher was appointed in January 1864. He belongs to the Established Church, and is A.M. of Aberdeen University. Before his appointment to this school, he acted as Classical and Language teacher at Tay Square Seminary, Dundee. There are no assistant teachers; but the rector finds the difficulty of attending to both the elementary and advanced work too much for one man. An assistant for the younger scholars would be of great advantage. 'There was no 'need for any more teachers when I came,' the rector writes, 'as I commenced 'with about a dozen scholars only; but since that time the number has steadily 'increased, and at the present time (22d October 1866) amounts to 68, so that 'assistance would now be necessary for conducting the school as it ought to be 'conducted. But, unfortunately, the burgh is, I suppose, too poor to afford a salary for an assistant, so that I continue to do the best I can unaided.' Teachers.

The numbers when the school was visited amounted to— Scholars.

On Roll.	*In Attendance.*
Boys, 45	Boys, 36
Girls, 25	Girls, 18
70	54

Of these 14 boys and 5 girls are under eight years of age, and 1 boy is above sixteen. The scholars for the most part belong to the middle and shopkeeping ranks. From a list of the professions and occupations of the parents of forty of the scholars taken in order from the roll, it appears that farmers, bakers, leather-merchants, bankers, writers, innkeepers, shoemakers, millers, commission-agents, and tailors all send their families to the school.

The school is in operation forty-five weeks during the year. It is arranged as follows:—There are seven English classes, two grammar, two geography, three writing, one book-keeping, one mathematical, one Latin, one French, and two arithmetic. Organization.

One teacher unaided has to attend to all these classes, consisting of scholars at all stages of advancement, from the alphabet to Latin, French, and algebra. The daily order of procedure and class-hours are nearly as follows:—

Latin in the morning, from	9	to 10
French,	10	to 10·30
Sixth English reading, grammar, or geography,	10·30	to 11·15
Junior classes,	11·15	to 11·45
Seventh English reading,	11·45	to 12·15
Writing,	12·15	to 1
Interval from 1 to 2.		
Second grammar, or geography and history,	2	to 2·40
Junior reading classes during the rest of the afternoon.		

Arithmetic classes work from text-books in their seats, difficulties being explained on the black-board daily at any time as they arise. The scholars come for the most part between six and seven; but the teacher has been here for so short a time that he can form no opinion as to the probable length of the school course, or the numbers likely to complete it. No honours or distinctions have been gained by the school so far, but one scholar went last year to the University of Edinburgh.

English.—In the senior class there were 21 present, ages nine to sixteen. Scottish School Book Association Progressive Series, *Advanced Reader*, 'Hymn 'before Sunrise in the Valley of Chamouni.' Reading was fair, the younger scholars rather better than the older. The piece was not very easy. Examinations.

These 21 scholars wrote from dictation a short and very easy piece of prose taken from a newspaper. Result—

Linlithgow Burgh School.

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	2	Good, . .	3
1	2		
2	4	Fair, . .	8
3	2		
4	3	Indifferent, .	7
5	4		
6	3	Bad, . .	3
9	1		
	21		21

It was quite unnecessary to set any papers in this school.

Younger class, 8 present, ages seven to nine—Acts of Apostles, chapter xvi. Reading and spelling—good.

Classics.—There was one class in Latin numbering 7, all present, ages twelve to fourteen. Their text-book was Smith's *Principia*. They had been one year in Latin, but did not seem to have made much of it. Very doubtful if any of them were fit to enter the second class in the Edinburgh Academy.

There was one boy in French—very elementary.

Arithmetic.—There are two classes. In one there were 11 boys and 14 girls, in the other, 11. Twenty-one of these were told to do four simple sums. Result—

Simple addition, . .	9	correct out of 21
Compound division, . .	8	„ „
Proportion, . . .	4	„ „
Fractions, . . .	1	„ „

The second highest class also did some sums in compound proportion on the board. The teaching was not very lively. There was a good deal of prompting, and the scholars who were not actually at work were dull and listless.

Remarks. The general impression left upon our minds by this school is, that the scholars are very backward for their age, and that they are rough and noisy, and not so amenable to discipline as they ought to be. This is partly accounted for by the fact that the school was in an unsatisfactory state for upwards of fifteen years. The present teacher clearly has more to do than he can manage, and requires assistance.

The appearance of the school suggests a second-rate uninspected parochial school, where the children are not accustomed to dictation, and where the arithmetic is not very well learned. [S.]

XXI. and XXII.—RENFREW BURGH AND GRAMMAR SCHOOLS.

Renfrew Burgh and Grammar Schools.

Visited January 24 and 25, 1867.

History.

From the charter of Queen Anne in favour of the burgh of Renfrew, in the year 1703, we learn some facts regarding the Grammar School of the town. This charter embodies and renews those previously granted by Robert III. in the year 1396, confirmed by James V. in 1542, and again by James VI. in the years 1575 and 1614. From Queen Anne's charter it appears that James VI. had granted certain altarages and chapels to the burgh of Renfrew. Taken together, these altarages and chapels seem to have constituted the hospital and the hospital lands, and by the charter of 1614 it is ordained that this hospital be abolished and suppressed for all time to come, and in future shall be called the Grammar School of Renfrew. By the same charter the Magistrates and Town Council of the burgh are declared to be the hereditary patrons of the school, with power to elect suitable persons as masters; and it is ordained that the revenues of the hospital shall be applied for the better support of the poor, and of the Grammar School for the education of youth in virtue and learning. This is again repeated in Queen Anne's charter in the following terms :—'De novo suppressimus prædictum hospitium de 'Renfrew, ac de novo disposuimus idem cum integris redditibus et pertinentibus ad 'idem spectantibus præposito, balivis, et consulibus dicti Burgi nostri de Renfrew 'eorumque successoribus pro sustentatione dictæ scolæ grammaticæ de Renfrew 'idemque omni tempore futuro scholam grammaticam de Renfrew nuncupari ordi-'namus ac de novo annexamus eandem dicto burgo ab eodem inseparabilem in perpe-'tuum remansuram; Necnon . . . constituimus Magistratus et consules dicti burgi 'indubitatos et irrevocabiles hæreditarios patronos dictæ scolæ grammaticæ cum 'potestate illis personas idoneas aptas et qualificatas in eadem tanquam magistros 'locandi et admittendi super partibus et redditibus ejusdem.'

In the close of the same charter it is mentioned that a sum of £100 Scots originally granted by Queen Anne's predecessors (Robert probably is meant) for the support of a chaplain of St. Thomas, or our Lady's Altar, had been mortified by her predecessor, King James, for the Grammar School, and finally, in consideration of the grants made them of altarages and revenues, the whole community, provost, bailies, councillors, and inhabitants, are bound to support at least one master in the said school.

It is possible to read the charter, from which the above extracts are made, in such a way that the main revenues of the burgh seem applicable exclusively to the support of the poor and the education of youth. It would be worth while to ascertain how much the charter really binds the town to contribute towards the poor and education. This much at least is certain, that revenues of some value were appropriated to the school from the time of James VI. What has become of the altarages and lands, no one appears to know. There is, in fact, no trace of them. The very names of the altarages are unknown, and only 'St. Thomas' Croft' seems to bear record in one of the streets of the town to the fact that they once existed, and to remind the authorities of the pious purposes for which they were intended. The minutes of the Town Council go little further back than the end of the present century. Scattered volumes do exist of an earlier date, but there are no continuous records, and the history of the school and of the burgh, so far as they are concerned, is a blank. It would appear, however, as if a tradition of these obligations lingered in Renfrew, for the Town Council have always contributed with considerable liberality to the support of the school. From the last annual statement of their accounts, the educational expenses of the burgh amount to £200, while they contribute to the poor £1 for coals and £5 to the Paisley Infirmary. The revenue of the burgh is above £3000, but it has a debt of nearly £15,000, for which it pays an annual interest of £741, 18s. 6d.

Buildings.

Managers.

At the beginning of the present century, the session-house is said to have been used as the school. A schoolhouse, however, with a dwelling-house for the master, was erected in 1820, and continued till 1843, as the Burgh and Grammar School of Renfrew. In that year a large sum of money was raised, principally by the gentlemen of the county, for a memorial in honour of Mr. Campbell of Blythswood. It was agreed to build a school and schoolhouse. The

Renfrew Burgh and Grammar Schools.

subscribers entered into negotiations on the subject with the Town Council of Renfrew, and the result was that they handed over the buildings which they had erected to the Town Council, on condition that they bound themselves to maintain the school, and to contribute annually £100 towards its support. This school was meant to take the place of the old Burgh or Grammar School, which was to be merged in it, and, in commemoration of its joint origin, the school was entitled the 'Blythswood Testimonial and Grammar School of Renfrew.' The master of the old Burgh School was transferred to it, and the old buildings were turned into a dwelling-house. A few years later, however, they were restored to their original purpose, and since 1850 the Town Council has contributed to the support, and are the patrons, of both schools.

(1.) *The Old School* (which is the less important of the two) is under Government inspection. The master has a salary from the Town Council of £50, together with a dwelling-house. He considers himself a burgh schoolmaster, and his tenure of office is *ad vitam aut culpam*. By special agreement, however, the salary of £50 may be withdrawn at any time. The ordinary branches are taught in the school at a quarterly fee of 7s. 6d. for all the subjects; when the subjects are taken separately, the fees are, for English, 4s., for writing, 3s. 6d., and for arithmetic 3s. 6d. The whole emoluments of the master, from salary, fees, and Parliamentary grant, are £188, 16s. 8d. The Report of Her Majesty's Inspector of Schools, which we subjoin, gives a sufficient view of its general character. The children attending it belong to the middle and lower classes of the neighbourhood. We contented ourselves with a general inspection of the school, and a cursory examination of the upper classes. There were present, at the time of our visit, 95 boys and 57 girls. The shipbuilding yards in the neighbourhood cause many of the children to leave school at a very early age, some of them as young as ten. Few or none of them go to college. The reading of the senior class was good, but the book used (the *Advanced Reader* of the Scottish School-Book Association) did not seem by any means perfect. The children read a quotation from Byron's 'Childe Harold' with the astonishing vulgarism of 'lay' for 'lie.'

The following is the report of Her Majesty's Inspector:—

'Of the 44 who made the attendances, and were not presented, 5 were examined under the Sixth Standard last year, and 15 have left the school, leaving 24, who, it is said, having been examined last year under too high standards, are not equal to the due examination this year. Failures under standard examinations nine per cent. The managers notice, on page 6 of their return, the little assistance which the teacher had last year received from the apprentice, D. Manson. It appears doubtful, from their report of the young man's health, whether the apprenticeship should proceed further, on his own account, or on that of the school. Mr. Andrews continues to do himself great credit by the fitness and efficiency of his religious instruction. The arithmetic is almost uniformly good throughout the school, and in the highest class advanced to proportion and fractions. The defects are chiefly in the spelling of the fourth and fifth standards.'

No. of Children above 6 qualified by 200 attendances.	No. presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
147	94	19	18	19	18	10	10	10	10	18	17	17	18

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
19	19	13	15	25	25	12	25	3	3	3	3	255

(2.) The *Blythswood Testimonial* is the real *Grammar School* of the town. Both the master in it and the master in the Old Burgh School are bound and entitled to contribute to the Widows' Fund. The master was elected in 1828 to the Burgh School, and transferred in 1843 to the Blythswood Testimonial. He was educated at St. Andrews, but took no degree. His assistant is a certificated teacher, and was educated at a normal school. No part of the school is under inspection. The children attending the school belong to the better classes. The buildings are excellently fitted for their purpose. There is also a good playground attached, with covered sheds for wet weather, and a dwelling-house for the rector. His whole emoluments amount to £201, 13s. 4d., of which £120 is contributed by the Town Council, but out of the whole sum he pays an assistant £70. The fees are 4s. 6d. for English, 3s. 6d. for writing, and 4s. 6d. for arithmetic, if taken separately per quarter, but if a full course is taken, 7s. 6d. is the quarterly fee. Thirteen boys are learning Latin, and the school has for many years maintained a fair classical reputation. The number going annually to a university is less than it was twenty years ago. Not more than one or two at most leave school each year for Glasgow or any other college. The boys go mostly to mercantile pursuits, engineers' shops, shipbuilding yards, etc. On the day of our visit there were present 104 boys and 77 girls. [H.]

Leith High School.

Visited January 23, 1867.

History.

XXIII.—LEITH HIGH SCHOOL.

There is no burgh school, properly so called, in Leith. A grammar school existed in the burgh at a very early period, but it has not been ascertained at what time it was erected. It appears from Campbell's *History of Leith*,[1] that the old school was situated in the immediate vicinity of South Leith Church, and in the line of the Kirkgate, probably at the south-west corner of the churchyard. It was endowed with funds which came into the possession of the Kirk-session of South Leith, and it is mentioned in the records of South Leith Church as a flourishing establishment in the middle of the seventeenth century. In 1681, the Latin teacher, or Latin *Doctor*, as he was then called, enjoyed a salary of 100 merks yearly, exclusive of perquisites, and the English doctor 50 merks, besides voluntary gifts from the parents of the pupils. The situation of Latin teacher was, even at this early period, considered so desirable an appointment, that we find one of the masters of the High School of Edinburgh amongst the number of competitors for that office in the year 1684, as appears from the following extract from the South Leith records, and which are not uninteresting in other respects :—'The Session likewise this day (7th August 1684) taking to their 'consideration that Mr. Will. Gray, schoolmaster, is now upon his tryal, in order 'to his settlement in the church of Linton, and having a great desyre that the 'school be planted with a qualified person for the education of their children, and 'seeing likewise that there are several recommended, as Mr. White, schoolmaster 'in Douglass, who is recommended by my Lord Chancellor (Lord Perth), and Mr. 'William Rowe, and Mr. William Blair, present *doctor* of the Grammar School 'of Edinburgh: they doe therefore appoint a dispute this day fourthnight, 'and appoint them the third satyre of the first book of Horace, and that they 'have a grammatical analysis thereon.' From the source from which the above is taken, we also learn that the precentor and clerk to the session was obliged to write the copies of the children at 'ye hie schule.'

This institution, however, with its funds, seems to have fallen into decay, for about 1805 a new schoolhouse, called the High School, was built by subscription, and placed under the direction of trustees, consisting of the Magistrates, the ministers, and the heads of the corporations. By a clause of the Municipal Bill of 1827, it is enacted that it shall and may be lawful to the commissioners 'to pay the 'salaries of schoolmasters in the High School of Leith, should the funds pertain-'ing to the said school, as applicable to the purposes of the said school, be inade-'quate to such purposes.' An application was made in 1831 for a small salary in terms of this clause, but it was refused, on the ground that there were no funds which could be so appropriated. About this time Dr. Andrew Bell, the founder of the Madras system, died, leaving a trust-deed of 14th July 1831, whereby 'the Magistrates and heads of corporations, or by whatever name they 'may be called,' of certain burghs, including Leith, are appointed trustees for certain sums payable to each burgh, for the support of Madras schools to be founded in the burghs. When this deed was executed, the corporation of Magistrates and Masters, under the Municipal Act, became the trustees for Leith, and two sums of £4894, 16s. 8d. each were transferred to them. From these sums salaries were obtained temporarily for two of the teachers in the High School. These salaries are no longer paid. This was, according to the Town-Clerk's account of the matter, a temporary arrangement made by the trustees. The teachers who received salaries from this source became bound to teach the pupils entitled to the benefit of the fund, and on the Bell's School being completed, and a teacher appointed in 1840, the salaries ceased.

Constitution and management.

In 1848, the property and management of the school were, by a local Act passed that year, transferred to the Magistrates and Council of the burgh, and to the two ministers mentioned. This body continued till within the last two or three years to appoint the teachers in the different departments. At this time a change was made in the constitution of the school. A rector was appointed, and to him was committed the appointment of teachers, and the general control and management of the school. 'Except that they take a general supervision of the school, the trustees do not interfere with the rector in the management. . . . The

[1] 'The *History of Leith*, from the earliest accounts to 1827.' By Alexander Campbell.

'school, as now managed, is much in the same position as an ordinary adventure 'school, and the rector appoints such and so many masters as he considers re- 'quisite.'[1] Leith High School.

Masters.

The situation of the school is very good; it stands on the upper or south side of, and overlooks, the Links, and these are used as a playground by the boys. The building is also good. There are five class-rooms, containing accommodation for 557 scholars, and as there are only 198 altogether on the roll of all the classes, there is ample accommodation for all who wish to attend. The trustees keep the building wind and water-tight, as if they were proprietors of an ordinary house, but all expense of repairs beyond this falls upon the teacher. There is no residence connected with the school. Buildings.

There are no bursaries and no endowments. The Town Council pay no salary either to the rector or to his assistants. The whole income of the school is derived from fees, out of which the rector pays the assistants, and as the school is practically a private adventure, and some difficulty was made about giving us the salaries of the teachers, we did not press the matter. Finance.

The fees are higher than they are in ordinary burgh schools, etc. The scale is as follows, paid quarterly:—

Junior English,	£0 10 0
Do. with Writing and Arithmetic,	0 18 0
Senior English, Writing and Arithmetic,	1 4 0
Young Ladies' Private Class,	1 7 0
Bookkeeping,	0 13 0
Mathematics,	0 16 6
Do. to pupils in Arithmetic,	0 12 6
Latin,	0 13 0
Do. to pupils in English,	0 7 6
Latin and Greek,	1 0 0
French,	0 12 0
German,	0 12 0
Pianoforte (3 lessons weekly),	1 1 6
Do. (5 lessons weekly),	1 6 6
Do. (1 lesson from Mr. Bridgman and 2 from Lady Superintendent weekly),	2 2 0
Do. (12 lessons from Mr. Bridgman),	4 4 0
Drawing,	0 5 6
Needlework,	0 5 0
Dancing,	1 5 0

'The majority of the scholars,' the rector says, 'attend English, writing, and 'arithmetic.' These three branches are charged—

Juniors,	£0 18 0	per qr.
Seniors,	1 4 0	„
Or Juniors,	£3 12 0	per annum.
Seniors,	4 16 0	„

In the more advanced classes, however, which we examined, we found that Latin, French, drawing, and music classes were also attended by a considerable proportion of the scholars. In music there were 22 scholars; in sewing, 11; in French, 25; and in Latin, 14. In German there were only 4. If music and French lessons be taken in addition to the English course, they will run the fees for the senior girls up to

Senior English,	£1 4 0	
Music (say)	1 10 0	
French,	0 12 0	
	£3 6 0	per qr.

Or £13, 4s. per annum for the senior girls. And substituting Latin for music for the boys, their annual cost will be—

[1] Excerpt from Letter from Town-Clerk of Leith, of January 28, 1857.

Leith High School.

Senior English,	. .	£1	4 0
Latin,	. . . .	0	7 6
French,	. . . .	0	12 0
		£2	3 6

Or £8, 14s. per annum.

Here, as in most private adventure schools, the extra branches are charged at a high rate.

Teachers. There is a large staff of teachers in connexion with the school, and under the general superintendence of the rector, viz., seven assistant masters, two for English, two for modern languages, one for classics, one for mathematics, and one for drawing, and in addition to these, one lady superintendent for sewing, music, etc., and two assistants. The present rector came to the school in 1863. He is a member of Council of the Edinburgh University, but not a graduate, and before his appointment he had taught in different schools in Edinburgh. He belongs to the Established Church. The assistants belong to various denominations.

Scholars. The scholars are of the same social position as most of those who attend the ordinary burgh school. Master tradesmen, clerks, millers, spirit merchants, and the like.

The numbers attending the school are as under,—

On Roll.	*In Attendance.*
Boys, 117	Boys, 99
Girls, 81	Girls, 68
198	167

These numbers represent all who attend the school, but all of them do not pass through the different departments in it.

Organization of School. The school is divided into the following classes:—Six English, two Latin, seven writing, seven arithmetic, two French, one German, one drawing, one music, and one sewing, classes. The majority of the scholars attend English, writing, and arithmetic. The different classes in the school meet from three to twelve hours each week.

The rector's income is entirely dependent on the fees which he receives, and he permits any one to attend any class or number of classes in the school. Pupils may thus take lessons in French or in German, or in drawing, or in music, without attending any class in any other department. In fact, the school is a large private adventure school, and the teacher very reasonably makes what he can out of it in the way that pays best. It is a collection of classes independent of each other, except in so far as they are all under the rector's supervision. The great majority, however (179 out of 198), are on the roll of some of the English classes.

Examinations. We examined the senior English, the senior Latin, senior arithmetic, and the French classes.

English.—In the English Department there are six classes, consisting of 106 boys and 73 girls on the roll, and 89 boys and 57 girls in attendance. Of these 25 are under eight years of age, and none are over sixteen.

In the senior class there were 39 boys present between the ages of ten and fifteen. They were reading Chambers's *Principles of Elocution*, a book rather more advanced that we are accustomed to find in most of the smaller burgh schools. The assistant teacher examined them from a selected passage. The reading was good, and the explanation sensible and lively. After that the class was divided; a selection was made by the teacher of those who should write from dictation and those who should do an arithmetic paper; some were dismissed, and 8 girls from the highest class were brought in to take their places. The pieces for dictation were rather more difficult that usual, a longish piece of prose from their reading-book, and a stanza of poetry. In the former, the word 'unparalleled,' and in the latter, the word 'ecstasy,' occurred, both of which proved insurmountable in nearly every case. The following is the result:—

Leith High School.

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	0		
1	1	Good, . .	10
2	6	Fair, . .	5
3	5		
4	3	Indifferent, .	1
5	1	Bad, . .	0
	16		16

The average age was only 12½. The papers were remarkably well done by such young scholars. The best was that of a girl who was only ten years of age.

Arithmetic.—In the writing and arithmetic classes there are 89 boys and 57 girls. There are seven arithmetic classes. Of these a selection from the highest boys' and highest girls' classes was examined on paper. Twelve were present, and the following is the result, tabulated according to the age, years at school, classes attended, and marks gained. The result is satisfactory considering the age of the scholars (average 13½), and that the time allowed for the paper was shorter than usual.

Arithmetic Paper.

No.	*Age.*	*Years at School.*	*Classes.*	*Marks.*	*Maximum* 200.
1	13	5	6	115	
2	15	3	4	80	
3	14	3	5	60	
4	13	7	5	40	
5	13	1	3	55	
6	12	5	6	50	
7	14	6	6	55	Average 55.
8	11	4	4	45	
9	14	0¼	3	40	
10	15	2	4	50	
11	15	4	6	35	
12	13	7	3	40	

Latin.—There are two classes in Latin, one elementary, which meets from ten to eleven daily, and consists of 9 boys; ages, between eight and sixteen. The other consists of 5, all over twelve years of age. Four of this class were present, and were reading the second book of the Æneid. We first heard the assistant-teacher examine the class in the lesson of the day, which they had done in the morning. The work was not good. The scholars did not appear to understand what they were doing. None of them translated either accurately or intelligently, and when an occasional rendering was given, it came from explanatory notes in the books. They knew nothing of the rules of metre, and made more than one false quantity in a dozen lines. We examined them in part of the Æneid which they had done some time previously, only one boy could make anything of it. Virgil was clearly beyond the school.

French.—There were two French classes, one containing 13 boys and 9 girls, between twelve and sixteen; the other containing 3 girls, above sixteen. In the junior class there were 7 boys and 8 girls present. The book used was Robertson's *Practical Lessons in French*, which this class was just beginning. We have not come across this book before.

The class was taught conversationally by the teacher. The system may be a good one for learning French, provided that some other language or languages had been learned grammatically, as a discipline, but if not, we should be very doubtful of its utility. If the same scholar is attending Latin, English, French, and German classes at the same time, under different masters, each with his own system of teaching grammar, it must be confusing to the scholar. It probably is the best plan to teach him one grammar systematically. Latin is, of course, the best. It cannot be good for a scholar's mind to be drilled

Leith High School.

by four different men, in four different grammars, and four different systems, all at the same time.

This class seemed to learn a good deal of French from this conversational system, and, judging by a paper done by a girl in the highest class, it is obvious that she, at least, had learned the grammar accurately. She had been three years in French, and in her paper, for which she had only half-an-hour, instead of the usual hour and a quarter, she got eighty marks out of 200. The paper was an elementary one, but the grammatical questions were well done. The discipline in the junior class was lax. The scholars appeared somewhat fatigued. They were allowed to sit at their work, and generally to exhibit more nonchalance than is quite consistent with good order.

Remarks.

On the whole, with the exception of the classical classes, the education given here seems satisfactory.

It is exceptional in Scotland, that in a burgh of such importance as Leith, the municipality pays little or nothing for the education of the community. During the last financial year, a sum of £23, 13s. 8d. appears to have been expended upon a bowling green out of the burgh funds, but with the exception of a grant of £10 for prizes, there does not seem to have been a halfpenny expended on education. [S.]

XXIV.—DUMBARTON ACADEMY.

Dumbarton Academy.

Visited January 29 and 31, 1867.

History.

The earliest notice that we have of a grammar school in Dumbarton is in the year 1486. According to M'Crie, in his *Life of Melville* (p. 361), 'John Kerde,' in that year, gave a tenement of land to the Grammar School, and the burgh of Dumbarton gave four merks from the common mill, 'Domino Joanni Kerde probo 'magistro scolæ grammaticæ ejusdem.' M'Crie quotes as his authority the charters of the burgh. Its subsequent history is uneventful. The records of the town go back to 1550, and in them are found notices of the appointment of the schoolmasters (the rector namely, and doctor or assistant), with the salaries paid to them. About eighty years ago a schoolhouse was erected, the under flat of which was used for teaching, and the upper served as the town-hall. In the constitution of the school since that time there have been many changes. For some time before the beginning of the present century we find a rector and doctor; subsequently two masters, independent of each other, and teaching separate departments; and about seventeen years ago a rector alone, with assistants chosen and paid by himself.

Managers.

A few years since the chief inhabitants of the burgh became dissatisfied with the inadequate school accommodation. The population and wealth had increased largely, and what was suitable enough in the beginning of the century had ceased to be so then. In consequence of this a subscription was set afoot; £5000 was raised by private liberality; and a further sum of £1500 was given from the corporation funds. With these sums the present buildings were erected, and were formally handed over by the subscribers to the Town Council, who bound themselves to maintain the buildings, and to pay yearly salaries to the masters, amounting to £100.

Buildings.

The school buildings are of the most excellent description. The class-rooms are well aired and commodious, and duly equipped with furniture and school apparatus. Externally also, the school is not only substantial but handsome, and is indeed one of the finest buildings in the town. A part of the building is set apart as a public hall, and is used for musical entertainments and as a lecture room and mechanics' institute. This portion of it is not used for any of the ordinary school-work. There is a playground of moderate size, and when all the arrangements are completed, Dumbarton School will possess every advantage that good buildings and liberal management can give it, and in these respects will bear comparison with the best provided schools in Scotland. It has four class-rooms, two of which are 40 feet long and 30 broad, a third 46 feet long and 23 broad, while a fourth is of smaller dimensions; and these rooms altogether are capable of accommodating about 446 boys and girls.

Finance.

The Town Council contribute to the school £100 annually, and both they and private individuals who are interested in it are prepared to do more for it, if necessary. From the town records we find that, previous to the opening of the present school, the Town Council gave £60, and, in the beginning of the present century, £40 to the schools. There is no endowment for the masters apart from the Town Council. There is in existence a fund called Buchanan's Mortification, which used, in part or in whole, to be given to the rector and doctor of the Grammar School; but since 1851 the grant from this source has been withdrawn, and devoted to the education of children in a free school.

The date of the mortification is uncertain. It is under the management of the Town Council and Kirk-session. In 1851 it amounted to £762, 4s. 5d. The minutes of the mortification go back to 1757, from which time, down to 1851, an annual sum was given to the teachers in the Grammar School. From the first, however, there seems to have been a doubt whether this application of the funds was in accordance with the terms of the deed. From the minutes of 1758 we find the Rev. Mr. Freebairn protesting against it, and the whole meeting adhering to the protest. Again, in the year 1776, the managers 'peremptorily declare and 'enact that in all time coming no clerk or rector of the school or his usher shall 'be entitled to any salaries formerly given from, but as they shall be voted from 'year to year by the majority of members duly cited.' We hear no more of the

Dumbarton Academy.

protest till 1851, when a committee of managers was appointed to investigate into and report upon the manner in which the fund had previously been applied. This committee founded their report on the protest of 1758, and recommended that the whole of the interest arising from the principal should be applied in accordance with the original deed of mortification; and, in pursuance of this object, that £20 should be given annually from the fund for the purpose of educating poor children of the town, provided a sum equal in amount were raised by private subscription. Since that time it has continued to be applied to a charity school. The withdrawal of the grant of £10 to the teachers in the Burgh School had no bad effect on their salaries. For the contribution from the burgh funds was raised, and whereas some years ago it was £60, and in the beginning of the century £40, it is now £100. Besides their salaries, the masters have the whole fees of the school. The fees yielded last year £200. Each of the two head masters had an income of £110, and the assistant for the two departments, £80. It is proposed to guarantee the rector who is to be appointed an income of £200 for some years to come. It is hoped that the school will then be in so flourishing a condition, or at least will have had so fair a trial, that the guarantee may cease, and the rector and the other masters may depend on the salary of £100 and the fees.

The scale of fees is lower than in most burgh schools. There are two reasons assigned for the rate at which they are fixed. The first, that as the burgh contributes largely out of its funds towards the salaries of the masters, it is fair that all the inhabitants, poor as well as rich, should have access to the school that they assist, more especially as there is no parish school; and that the other schools in town, and notably the Episcopalian school, have very low fees; so that unless the Burgh-School fees are kept low, it cannot compete with them for general support.

For reading, the charge is	3s.	a quarter.
For reading and writing,	4s.	,,
For reading, writing, and arithmetic,	5s.	,,
The above with grammar,	6s.	,,
,, and geography,	7s.	,,
,, and Latin,	10s.	,,
,, and French,	14s.	,,
,, and Greek,	18s.	,,
,, and mathematics,	22s.	,,

There is a different scale of fees for branches taken separately:—

Writing,	3s.	a quarter.
Arithmetic,	3s.	,,
Writing and arithmetic,	4s. 6d.	,,
Mathematics,	7s. 6d.	,,
Latin, Greek, or French,	7s. 6d.	,,

Teachers.

It is intended that there shall be at least three masters,—a rector to take charge specially of the English and Classical Departments, a master of the commercial and mathematical school, and a third to assist both of the others. The rector, it is proposed, shall have the same amount of authority over the others as the rector in the Edinburgh High School. These arrangements, however, are prospective, and the school, which is not at present in a flourishing condition, will be affected by them seriously one way or other. As yet, however, the authorities have not chosen a rector,[1] and the present staff consists of a master of the Commercial Department, and two others who hold temporary appointments.

The commercial master was educated at Glasgow, but took no degree. He considers his tenure of office to be *ad vitam aut culpam*, although by the terms of a special agreement with the Town Council he may be dismissed at six months' notice. Besides his office of schoolmaster, he holds that of Session-clerk; but the two offices are not necessarily conjoined.

In such a case as this of Dumbarton School, the appointment of a rector with such powers as the Town Council propose to entrust to him will probably meet with opposition from a master who, since the time of his election, has been quite independent of any control except that exercised by the patrons. Dundee is in the same position; so also is Glasgow. There also, it is intended, or at least

[1] Since the above was written a rector has been appointed.

proposed, by the school committee of the Town Council, that the office of rector shall be connected with one of the masterships, and that he shall exercise a certain degree of authority over the others. Such an appointment will meet with the direct opposition of the other masters, and of course it can only be carried out in its full extent through course of time, and with very important modifications in the present system of collecting and allocating the fees. The general question of the advantages and disadvantages of the systems, the one with a rector and subordinate masters, the other with independent masters in each department, we reserve for fuller notice in our general Report. In the present instance we content ourselves with noticing the fact of the proposed change, and indicating the source from which naturally difficulty may be experienced in carrying it out. Dumbarton Academy.

The pupils, boys and girls, belong to all classes of the community. There has been a tendency on the part of those who could afford it to send their children by railway to school at some distance—even to Glasgow; and it was partly to meet this that the present school was erected. The pupils, it will be seen, may select any branch, and as a consequence the mathematical master complains of a want of system, and, to some extent, of a waste of labour. The education that has heretofore been supplied, and that is proposed still to be supplied, rests on an English and commercial basis, and classics may be regarded rather as an ornamental branch. There is no likelihood of any change in this respect, as the community take what they want, and naturally do not put any value on a classical course. At the time of our visit there were present 108 boys and 46 girls, of whom nearly all are learning English, writing, and arithmetic; 14 were learning Latin, 7 French, and 1 Greek. Not more than one or two boys have gone annually for some time back to any University, and consequently there is no long list of honours to show. Two or three boys within the last six or seven years have distinguished themselves in the mathematical classes in Glasgow. As the school, however, is at present in a transition state, it would be unfair to judge by the past of its probable future standing. [H.] Scholars.

Musselburgh Grammar School.

Visited January 20, 1867.

History.

XXV.—MUSSELBURGH GRAMMAR SCHOOL.

There is no record of the establishment of the Grammar School of Musselburgh. It appears, however, from the notes to the Rev. Adam Colt's Report of the Parish in 1627, that before 1609 James VI. had endowed a Music School in the burgh. He says:—

'Item, there is ane musick Schooll in Musselburgh, quhairvnto vmquhile King 'James, quha lait deceissit, of worthie memorie, giftit iij^{c} merkis money furth of 'the yeirlie dewtie of the erectit Lordship of Newbattle. This pensioun wes 'gevin be the umquhile Kingis Majestie to vmquhile Mr. Andro Blackhall, 'minister for the tyme at the said Kirk of Mussilburgh, and to his sone Mr. 'Andro Blackhall, present minister at Abirlady, to the vse and behoue of the said Musick Schooll, and the said Mr. Andro hes sauld and disponit the said 'pensioun, sua that the parochine and the schooll is frustrat of his Majestie's 'gift.'

Amongst the town's papers there is a decreet of declarator (20th January 1604) and for payment, at the instance of Mr. Andrew Blackhall, as music master of Musselburgh, against Mark Lord Newbattle, Sir Thomas Hamilton of Monkland, and others, declaring the extent of their possessions, and proportioning the same upon the lands belonging to Lord Newbattle, Sir Thomas Hamilton, and others. Besides the pension to the music master, or perhaps in consequence of its disposal by Mr. Andrew Blackhall, Charles I. gifted to Charles Earl of Dunfermline, as bailie of the lordship of Musselburgh, and to the Magistrates, Council, and inhabitants, the right of presentation of a music master to the burgh; as also to the Magistrates and Council the yearly pension of £200 Scots, to be uplifted furth of the feu and blench duties payable to the Crown furth of the lordship and barony of Newbattle, belonging to the Earl of Lothian. This gift is dated 15th July 1630.

The earliest mention of the Musselburgh schools exists in the registers of the Presbytery of Dalkeith, where the following notice, of January 22, 1592, is found:—'*Apud Dalkeyth.*—Attour Mr. George Nisbet, after removing, being 'censurit, was found to be cairfull not onlie in training up ye youth in lres of 'humanitie, but also in catechising them according to Caluiyne and teaching of 'Buchanan's Psalms.' In the same year there is the following entry:—'14*th* '*September* 1592.—Comperit Mr. George Nisbet, Schoolmr. in Musselburgh, giving in his bill of complaint against Schir Home Ker of Kirsall, wha haifing sent 'his eldest soune unto him to ye schoole, and to be burdit in his house, neglectit 'his soune altogidder, bayt concerning his burd, paying his cleithing, bukis, and 'scholage, yrof he had informit him sundrie tymes be otheris intercommuneris, 'and now feering farder loss in tyme coming, crawit a licence of ye brether to 'pass and speak himself, wt. whome he suld nayr. cit nor drink, nor stay long. 'Upoun the qlk. conditions the brether grantit him ane oversight.' Seventeen years afterwards, in 1619, Mr. Nisbet is desired, 'in regaird of his age and oyer 'necessyr. affaires, to make charge of sufficient and lerned doctouris, qlk. he promised to do.' In 1650 there occurs the following record regarding the teaching of the Catechism, which shows the importance that was attached to that part of school instruction at an early period:—'10*th April* 1650.—The ministers and 'elders being interrogated concerning the schoolmr., Mr. Alexr. Vernour, did 'approve him particularly in his catechising the children. Mr. Alexr. being 'called and asked what catechism he taught the children, told he taught the 'zounger ones the lesser Catechism, set out by the Assemblie of Divines at West-'minster, and the older ones Ursine, because it was in Latin. Whereupon the 'clerk was directed to make a note of it, as ane overture which might be given 'in to the Provincial or General Assemblie, if it was not fitt the greater Cate-'chism should be turned into Latin, that the children learning that language at 'the schools might be catechised by it.'

In 1660 we find notices in the Town Council records regarding the schools. In that year the 'feall of the mayster of the Grammar School is augmented by 'ffourtie punds Scots,' the Council considering and taking particular notice 'how 'carefullie and diligentlie he hes attendit upone the schooll and scollars com-'mitted to his charge since his entrie, and hes behaved himself discretlie and 'piouslie in his liffe and conversation.' In 1679 there is an entry in the follow-

ing terms, which is interesting as showing that there were schools called Scottish prior to the Union existing in some of the burghs. Whether they were so called to distinguish them from the Grammar Schools or from the English Schools, it does not appear. '22*d September* 1679.—The Counsell condescends that Mr. ' James Provane, master of the Latine Schooll, shall be continued as schoolmaster ' for the said school. . . . . Musselburgh Grammar School.

'*Eod. die.*

'The Counsell condescends that John Smyth shall be master of the Scottish ' Schooll, and that he shall be obliged to serve in the said office, as James Hodge, ' late schoolmaster thereof, was in use to doe before, and noe utherwayes.'

In 1688 the salary of the teacher is stated at 200 merks. A dispute appears to have arisen about this time between the Town Council and the heritors of the parish as to their respective liabilities for the salaries of the teachers.

In 1699, Lord Lauderdale interfered to restrict the salary of the teacher, and the following year it is recorded, that, on the 28th November 1700, the Council appointed two of their number to go to Edinburgh to speak with Sir Robert Davidson of Sornebeg and Sheriff Calderwood 'anent the provyding ane school- ' master, and to signifie to them that the heritors are obleiged by Act of Parlia- ' ment to provide his salarie.' A compromise appears to have been effected, for, on 9th November 1702, the Council agree to pay the salary of the schoolmaster, ' with this proviso, that the heritors shall make him session-clerk and precentor, and have half of the fees.' In 1703, Mr. James Bain is appointed schoolmaster for three years at a salary of 200 merks, and in 1714, Mr. Wm. Keith, of late school- master of an English school in Dalkeith, was appointed master of the English School.

In the middle of this century the Grammar School seems to have fallen into disrepute, for it appears from the following excerpt from the manuscript memoirs of Dr. Alexander Carlyle, minister at Inveresk, that the total number in attend- ance was eight. 'In 1751,' writes Dr. Carlyle, 'the schoolmaster of Musselburgh ' died, a Mr. Monro, who had only 7 scholars and 1 boarder, he and his wife had ' become so unpopular. As the Magistrates of Musselburgh came in place of the ' heritors as patrons of the school, by a transaction with them about the mort ' cloth, the emoluments of which the heritors gave up, on the town's agreeing to ' pay the salary, I took the opportunity this gave me as joint-patron to persuade ' them, as their school had fallen so low, to fill it up by a comparative trial. A ' committee of Presbytery, with Sir David Dalrymple and Dr. Blair as assessors, ' when a Mr. Jeffry from the Merse showed so much superiority that he was ' unanimously elected.[1] He soon raised the school to some eminence, and got ' about 25 or 30 boarders the second year.

'When he died, eight or ten years afterwards, his daughters, by my advice, ' took up the first female boarding school that ever was there, which has been ' kept up ever since with success; and such has been the encouragement, that ' two others have been well supported.

'On Mr. Jeffry's death, John Murray succeeded him, who did also well. When ' he grew old, I got him to resign on a pension, and had John Taylor to succeed ' him, who has surpassed them all, having got as far as 70 boarders, his wife ' being the best qualified of any person I ever knew for her station.'

From Mr. Murray's appointment until 1835, we have no information regarding the school. In that year the Town Council purchased a large dwelling-house, and erected schoolrooms for the rector of the Grammar School. Mr. Trotter, after- wards one of the masters of the Edinburgh Academy, was rector about this time, and, according to the *Statistical Account of Scotland* (1839), the school was in a very efficient state under his management.

The list of distinguished men who received some part of their education at the Musselburgh Burgh Schools is very large. We are indebted to the courtesy of Mr. Lees, the Town-Clerk of Musselburgh, for this information, and for much that we have got concerning the history of this school. The list includes, among others,—

[1] It appears from the Council minutes of 27th April 1752, that besides Sir D. Dal- rymple (Lord Hailes) and Dr. Blair, there were present at this trial Dr. Carlyle and Mr. George Logan, the poet and divine. It also appears that the selected leader was appointed *ad vitam aut culpam*, whereas the custom had previously been to appoint for three years.

Mussel-burgh Grammar School.

Admiral Sir David Milne, K.C.B.
James Wedderburn, Solicitor-General for Scotland.
Admiral Rodham Home.
Stirlings of Keir and Kippendavie.
General Sir John Aitchison.
Lieutenant Drummond, Framer of the Reform Bill of 1832, and Inventor of the Drummond Light.
David Macbeth Moir ('Delta' of *Blackwood's Magazine*).
Vice-Admiral Sir Alexander Milne, K.C.B.

Constitution and management.

The school is under the management of the Magistrates and Town Council, who exercise the usual control. The only distinction between it and the other burgh schools hitherto examined being that it is purely a boy's school. There are two English schools, in different parts of the burgh, also under the management of the Council.

Building.

The building was erected in 1835, a modest building, but tolerably good, consisting of three class-rooms, with accommodation for 192 scholars. The furniture is fair, but the flooring is in bad order. There is a very good dwelling-house attached to the school, with accommodation for 30 boarders, but at present there are only 7. This small number is occasioned partly by the fact that some were kept away this year by dread of cholera, partly by the existence of other boarding-schools in the neighbourhood. On this subject the teacher writes as follows:—'This school has all along had a boarding establishment connected with it. The 'mixed nature of the school has within late years operated against that depart-'ment. The tendency now is on part of those who can afford to send their sons 'to a boarding-school, to send them to one purely so. I have several letters from 'parties in proof of this.' He mentioned in conversation that he had six letters from parents, farmers, and professional men, in which they stated that though they approve of the teacher and his system of education, they could not send their children to such a mixed school as the Burgh School must necessarily be.

The dwelling-house and school-building are kept in repair by the teacher, and he has to pay taxes and assessments upon the subjects in the same manner as any life-rent occupier.

Finance.

There are no bursaries and no endowments connected with this school, but the teacher is bound at his induction to teach gratis three children of burgesses. The Town Council pay £20 of salary. The fees amount to about £152 per annum, out of which the teacher has to pay his assistants. 'This,' the teacher writes, 'could not pay without my boarders.'

The branches taught and fees exigible per quarter are regulated by the Town Council, and are as follows:—

1. English, with grammar, history, and geography,	£0	7	6
2. English, grammar, history, geography, with use of globes, writing, arithmetic, and book-keeping,	0	10	6
3. The above with Latin and mathematics,	0	15	0
4. The whole of the above with Greek and French, or either, as the parent may wish,	1	0	0

The charge in no case to be more than £1 per quarter, although all the branches of a classical and commercial education are taken, and if French is taught by a native of France, or other teacher, besides the rector and resident assistants, no additional fee is to be charged to the day scholars. These fees are not applicable to boarders, for whom the teacher may make his own charges.

In addition to these charges, music, drawing, and dancing are taught by visiting masters, at the following rates, viz.,—

Music,	£1	1	0	per quarter.
Drawing,	0	10	6	„
Dancing,	1	1	0	„

Teachers.

The teacher is appointed *ad vitam aut culpam*, but in the event of his resigning he must give the Council two months' notice. He is bound to have an efficient assistant or assistants if necessary, and to educate gratis three scholars, sons of burgesses. The present rector was appointed in 1863. He was educated at

Glasgow University, but did not graduate. He belongs to the Free Church, and is a Fellow of the Educational Institute of Scotland. There are two assistants, one of whom is A.M., and one trained at the Free Church Normal School. The appointment and dismissal lie with the rector. Musselburgh Grammar School.

The total numbers of scholars are— Scholars.

On Roll.	*In Attendance.*
Boys, 65	Boys, 64

These are divided into English, arithmetic, writing, Latin, Greek, French, and German classes. Parents of all classes send their children to the school. There were in the same class sons of an auctioneer, a medical man, a mason, and a captain in the army, a blacksmith, a leather merchant, a miller, schoolmaster, grocer, lunatic asylum keeper, etc. There are no children under six, the majority of the newcomers being trained at one of the elementary English schools. They leave about fourteen or fifteen. The teacher calculates that eight years should represent the course, but he has not been long enough at the school to say how many are likely to complete the course. Three scholars have gone to the University within the last three years, two of whom entered the College of Surgeons, and passed the examination with credit.

There is no prescribed curriculum, but every scholar must matriculate and take regular classes for at least one year, after which he may attend any classes in the school. The pupils are advanced according to proficiency in the several subjects. Organization.

Classical Department.—In this department there are three classes in Latin and one in Greek. In the 'Cæsar class' there were 9 present, ages twelve to fifteen. They had been one session and a half at Latin—*Cæsar*, i. 5, revisal of last two lessons. This was very fairly done, both the translation and the parsing being good. They also did an unseen piece very fairly. The teacher appears to make them think. The highest class, 5 in number, were reading Horace—the *Ars Poetica* and the First Book of the Odes. Examinations.

The *Ars Poetica* they knew very well. They had got it up as if for an examination. It appeares that the *Ars Poetica* was generally taught in the school with a view to preparing pupils to pass the entrance examination for the College of Surgeons. On the whole Latin was well taught.

English Department.—The 'middle English' class, consisting of 15, ages eight to thirteen, was examined *viva voce*. Book, Scottish School-Book Association *Progressive Lessons*. They read 'The Psalm of Life' first, and then a piece of prose.

Reading—Some at top of class very good. The majority good.

Explanation—Given by one of the assistant teachers in the regular Normal-school method.

Spelling—Fair. Some at top of class good.

Ten of the seniors did a paper, with the following result:—

No.	*Age.*	*Years.*	*Classes.*	*Marks. Max.* 200.
1	13	3	4	33
2	14	0	3	23
3	13	0½	3	15
4	16	1	5	25
5	13	7	0	15
6	15	0	0	30
7	15	2	4	60
*8	13	0	4	40
*9	13	2½	3	23
*10	15	1	8	75

Average 34.

Those marked with a * had been at school before the present teacher came to it, and had returned after an interval.

These papers were not well done. Only 1 boy was able to attempt any derivations, and he only gave 3 correctly out of 25. The grammar throughout was indifferent. Geography was hardly attempted. More marks were gained for

Musselburgh Grammar School.

literature and history than for either of the other subjects. The scholars, however, were young, the average age being only fourteen.

Arithmetic.—Two classes in junior arithmetic were examined. In the highest of the two there were 10 present, ages eleven to fourteen; in the lowest, 6 present, ages nine to eleven years.

Sums.

1 Compound addition (cwt. qrs., etc.), 9 correct out of 16
2 „ division, (£ *s. d.*), 4 „ 10
3 Practice, none correct.
4 Simple addition, none correct.

These classes were afterwards examined by the teacher in sums worked on the board. The working was slow but sensible. The scholars were made to understand what they did. But they apparently had never learned the principles of notation. Hence the break down in simple addition. Fifteen seniors did an arithmetic paper. This paper was very disappointing. The average age was thirteen and a half years, the average marks gained out of 200 was only 25—the highest being only 55. Only 2 boys out of the whole number did the sum in simple addition correctly; only 2 did a sum in proportion correctly. Several boys in this class were learning Euclid and algebra. One of those who only got 5 marks for the arithmetic paper attended algebra, but was unable to spell the word. He was fourteen years of age. Three of this class were engaged on the French paper, perhaps they might have done better than the others. But both from this paper and the *viva voce* teaching in the junior class it is clear that arithmetic is not the strong point in this school.

French.—In this class three did a paper (elementary).

No.	*Age.*	*Years.*	*Class.*	*Marks.*	*Maximum* 200.
1	15	2	7	67	Average 69.
2	13	2	6	71	
3	14	2	4	70	

These papers were not badly done. The translation from French into English was very literal, and far from idiomatic, but gave evidence of good grounding. The translation from English into French was poor. Grammar questions were fairly answered.

Drawing.—There are 11 in the drawing class at present. The numbers vary every quarter, but 13 may be put down as the average. They are taught free-hand, landscape, and figure drawing, also architectural and engineering drawing, if required.

Remarks.

The general appearance of this school was very good, and the relation of the boys to the teachers appeared satisfactory, but the result of the examination was disappointing. Latin appeared to be very fairly learned, but in the other subjects the boys did not pass such a good examination as their appearance led us to anticipate. [S.]

XXVI.—PORT-GLASGOW BURGH SCHOOL.

Port-Glasgow Burgh School.

Visited January 30, 1867.

History.

Neither the town nor the school of Port-Glasgow is of any great antiquity. In 1668, the Magistrates of Glasgow purchased about twenty-two acres of ground adjacent to the village of Newark, and in the following year a charter was obtained from the Crown, constituting the new settlement and the harbour which was authorized to be built into a free port. The burgh, which was merely a burgh of barony, dependent on Glasgow, gradually extended itself over Newark, which was also a burgh of barony, belonging to Mr. Hamilton of Wishaw. In 1774, the Magistrates of Glasgow, with the concurrence of Mr. Hamilton of Wishaw, entered into an agreement with the feuars of Port-Glasgow and Newark, by which the revenue and management of their own affairs generally were handed over to the feuars. As a return for these important concessions, the feuars came under certain obligations, and among others bound themselves to pay the minister's stipend and the schoolmaster's salary. What kind of school had previously existed we have no means of knowing, but it is clear, from the terms of the agreement, that previously to that time any school that existed in the burgh was dependent on Glasgow.

Management.

The patrons of the school are the Magistrates and Town Council. They settle the fees, keep the buildings in repair, and allow the master a salary of £35.

Buildings.

The present school was erected in 1803, at an expense of £600, and, like the school of Dumbarton, was originally used in a twofold capacity, the upper part of it as a Court-house, the under flat as the school. Since the erection of a new Court-house, the upper part of the building has been devoted to school purposes. The under part, which was formerly the school, is disused as such, and is let as a common hall for any purposes approved of by the Town Council. There is accommodation in the school-room, if we we regard merely length and breadth, for 150 children, but the room is so low-roofed, that 100 at most would be more than enough, with a due regard for comfort and health. There is no playground, nor covered shed for wet weather. The buildings themselves are bad, and their site is objectionable. They are, however, on an equality with the rest of the town, which is huddled together in a very close and disagreeable manner. We were not surprised to learn that about the time of our visit there had been a severe outbreak of cholera in the overcrowded and narrow lanes of the city.

Finance.

No bursaries are attached to the school. The scale of fees authorized by the Town Council is as follows:—

English, beginners,	£0 5 0
English and writing,	0 7 6
English, writing, and arithmetic,	0 8 6
English grammar, geography, writing, and arithmetic,	0 10 6
The same branches, with Latin or drawing,	0 15 0
" " or French,	
" " or mathematics,	
Latin, Greek, French, and mathematics,	1 1 0

In point of fact, however, the highest quarterly fee that the present master has ever charged was 17s. 6d., and 10s. 6d. is the ordinary fee for the branches that are taken by most of the scholars. When they take only one branch, the fee is higher in proportion than when they take a regular course. There is no Greek class, and there has not been one since the appointment of the present master. Even Latin is represented by a class of only two, and when we come to speak of the examination of the school, we shall find that the Latin scholars were not very far advanced.

Scholars.

Pupils come at all ages, and very few of them remain at school above fourteen. At that age, or even younger, the boys leave school for business. None of them go to College, but 5 or 6 annually take a last or 'finishing' session in the Greenock Academy. They belong mostly to the lower middle classes, shopkeepers, captains of ships, etc. The near proximity of Greenock, with its large and flourishing

Port-Glasgow Burgh School.

academy, tempts many parents to send their children there, and there are plenty of other schools in town where a good general education is given at a moderate rate.

Teachers.

It appears from the records of the town, that at one time the school was divided into independent departments, with three schoolmasters, each enjoying a salary of £20. The branches of education taught in one of these schools were English, English grammar, Latin, and French; in another, writing, arithmetic, book-keeping, geography, and mathematics; in the third, Latin and Greek. The last department has not been in existence since 1832. At present there is one schoolmaster who teaches all the branches of education, including Latin, and who appoints and pays such assistants as he finds necessary. The present master was appointed in 1862. His tenure of office is that of other burgh schoolmasters. He was educated in Glasgow Normal School and in the Kensington School of Arts. His income from fees (£124, 13s. 4d.) and from salary (£35) amounts to £159, 13s. 4d. He has no house, nor any endowment apart from salary and fees. He is assisted by two monitors, apparently two of the older pupils, whom he engages for the work on very moderate terms.

Examinations.

On the day of our visit, there were present 22 boys and 19 girls, mostly between eight and sixteen years of age. These numbers, the master explained to us, were somewhat below the average attendance, which had been affected by a strike among the shipbuilders. Not many of that class sent their children to the Burgh School, but indirectly the strike had injured trade generally, and shopkeepers, dependent on the working people's patronage, who had formerly been able and willing to pay the fees, were now forced to look out for cheaper schools, and as a proof of this the master added that boys and girls from three families had, within a short time, been withdrawn from him on this ground alone. Our examination of the school was elementary. The second English class, composed of 7 boys and girls, from eight to ten years of age, read fairly from their ordinary lesson-book, and passed a short examination in the geography of Europe. They did not take places according to their merit, but each scholar got a ticket for every question that was answered correctly, and their places were marked in a register at the end of the hour or day, according to the number of tickets. These registers of merit, as well as one of attendance, are kept carefully by the master, and are, he thinks, a great improvement on the ordinary way of marking. The highest class, composed of 2 boys and 7 girls, mostly twelve and thirteen years of age, were reading Collier's *British History*. Their reading was pretty good, but they did not show much intelligence in answering questions on the substance of the passage read. For dictation, an easy passage was set them of five or six lines. Three of them had no errors, one had one error, two had two, one three, one six, and one eight. In arithmetic, three of the same class were learning vulgar fractions, and six were in the compound rules, addition, multiplication, etc. The Latin scholars were two boys, brothers, thirteen and fourteen years of age. They read a sentence from the First Book of *Cæsar*, but did not make much either of the translation or parsing. This was not to be wondered at, as they had been learning Latin for only one quarter. Drawing seemed to be a popular study in the school. Most of the pupils belonged to one or other of the three classes for this subject.

Still the master professes to teach, and we have no reason to doubt that he is able to teach, all the branches of a good education. For the list of subjects taught includes English, writing, arithmetic, mathematics, Latin, Greek, and French. He thinks that the ordinary school instruction is sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations for scholarships at the universities, and for the civil, military, and East India services, if only it be continued long enough. None of his pupils give a chance of testing this opinion.

Remarks.

Such is a brief description of the school. We find some difficulty in defining its class or character. It does the work of an ordinary parish school fairly, and, within certain limits, successfully; but it by no means supplies the wants, or could supply the wants, as it at present exists, of the whole parish. Its fees are too high for this, and its accommodation too limited. Fortunately there is no lack of schools in town (one of them at least well endowed, and several of them inspected), with fees suitable for the general community. On the other hand, it

Port-Glasgow Burgh School.

is certainly not a grammar school to prepare boys for a University or a profession, or to give them a higher education. For supplying this want, again, Port-Glasgow is not badly situated. Greenock is so near, that all who choose, and many, we believe, do choose, can send their children within ten minutes by railway to the academy there. What the Port-Glasgow Burgh School does is this. It serves as a school for those who do not wish their children to mix with the ordinary classes in a cheap school, and who are yet either unable or unwilling to send them to Greenock. This is, perhaps, hardly the object of a burgh school, and the community might naturally object to contributing towards an institution from which, as a whole, they can derive little benefit; but, after all, they are not very heavily taxed towards its support. The minimum salary of a parish schoolmaster is all that the teacher receives, and neither the site nor the buildings can be very valuable.

[H.]

Haddington Burgh School.

Visited February 4, 1867.

History.

XXVII.—HADDINGTON BURGH SCHOOL.

'The origin of the Burgh School of Haddington,' writes the Town-Clerk, 'is unknown; it is very ancient, and there is no doubt that it was established by 'the inhabitants of the burgh.'

The first authentic record which is to be found concerning it is in the Town-Council minutes of date February 22, 1673. From excerpts from the Council books, it appears that, of that date (February 22, 1673), Mr. Wm. Skein was appointed schoolmaster with a salary of 400 merks; and by formal contract entered into between him and the Council, they are to keep him as master of the Grammar School for one year only; and oblige him to keep a doctor, who is to have 50 marks of the salary.

In July 19th of the same year, the school is 'to be redd and cleansed by the 'treasurer, being spoiled with the last great flood; and rafts are to be provided 'for the bairns to sit on.' In 1674 (May 4th), 'desks are to be built in the 'school, and £5 stg. allowed.' In 1677, a music master is appointed 'for instructing all persons, as well men as children, to sing music, and play upon musical 'instruments—salary £100 Scots, and a house maill, besides perquisites.' In 1690, Mr. Halbert Kennedie, governor to Lord Queensberry's children, is called to be master of the Grammar School. In 1699, December 14, there is the following minute:—'The High School convened (formerly) every day six in the morning, 'both summer and winter. But the Council, for the health and welfare of the 'children, ordains that from Hallowmas to Candlemas, time coming, the said 'school shall only convene by nine in the morning.'

For the next thirty years there are several appointments, both of rectors and doctors, mentioned which are of no special importance. In 1729, August 5, 'a 'stage is to be erected for the rector, Mr. Leslie's scholars to act a comedy.' In 1731, there appears to have been only one school—the Grammar School, and the rector had the sole control of it, assisted by the doctor. But in this year the English and Grammar Schools seem to have been separated, and a master appointed to each. By minute of April 16, 1731, 'Mr. Donaldson, one of Mr. Leslie's 'assistants, is installed teacher of English, writing, and arithmetic, with a salary 'of £5, with his school fees fixed; viz., for teaching burgesses' children English 'and writing, 2s. stg. per quarter, and 2s. 6d. when he teaches them arithmetic;' and, on April 27, 'Mr. Young is appointed master of the Grammar School for 'teaching the Latin, Greek, and French languages, and other liberal sciences.' Seven years afterwards (September 5, 1738) there is a dispute chronicled between the masters of the Grammar and English Schools, in which the Council find that Mr. Young and his doctors may teach writing to the Latin scholars, but not to those at the English Schools. In 1759 a new teacher is appointed to be master of the Latin School at an increased salary, a new house and garden, and augmented school fees; for each son of burgess, 2s. 6d. per quarter for Latin and writing, and 1s. 6d. to the doctor, and the Magistrates are to have the liberty of presenting one or two poor boys yearly to be educated gratis. From that date till 1809 there are no records of importance, except some notices as to repairs and as to new appointments. At this time (1809) there is evidence of an extension of the educational machinery at Haddington. The English and Grammar Schools do not seem to have been sufficient to supply the wants of the community, and it is proposed to add a new school. Mrs. Oliphant, in her *Life of Edward Irving*, takes a different view of the educational condition of the burgh at this time. She says,—'Education was at a very low ebb in Haddington, which had not even a parish 'school to boast of, but was lost among "borough" regulations, and in the 'pottering hands of a little corporation.' There is no direct evidence of this beyond the fact that there was no parish school till about 1822, the Grammar and English Schools supplying the place of a parish school. By minute of March 28, 1809, it appears that it was determined by the burgh that, in addition to the Grammar and English Schools already existing, 'a mathematical school is to be 'provided; Mr. Edward Irving, M.A.'—then in his eighteenth year—'appointed 'teacher of mathematics, geography, and arithmetic, and a new schoolroom is 'to be built.'

In 1812 (September 23), a letter from Mr. Irving is noticed, asking for an in-

crease of salary, which is refused. *October 6th.*—'Mr. Irving resigns the mathe- Haddington Burgh School.
'matical school. *October 22d.*—Mr. James Brown appointed his successor.'

Until 1838 these three schools seem to have gone on together, each under an independent teacher. The situation of rector did not confer the power of management or supervision in any but the Grammar School. In 1838 there was an alteration. At that time the mathematical teacher died, and the rector of the Grammar School, who was appointed in 1800, retired on an annuity of £50 per annum. A committee was appointed to consider the subject of the management of the school, and they reported that 'the most extensively beneficial plan will be to 'appoint one rector and two assistant masters to perform the duties of the whole 'Burgh School.' Accordingly Mr. Gunn, afterwards one of the masters of the Edinburgh High School, was appointed, with power to appoint his assistants, under the approval of the Town Council. In 1843, Mr. Gunn resigned, on being appointed to the High School. On Mr. Gunn's resignation there were, we were told, upwards of one hundred applications for the rectorship. This was the year of the Disruption, and at that time the present rector was classical master in Watson's Hospital. He and the matron, and one of the other teachers in the Hospital, joined the Free Church, and lost their position in the Hospital. When the election of the teacher came before the Town Council, three candidates were proposed, and Mr. Whyte, the present teacher, was appointed over the second in the leet by fourteen to eleven. The conditions under which he was appointed, with the general educational scheme of the burgh schools of Haddington, were adjusted in the Town Council on the 15th September 1843, and were as follows :—

'*General Plan.*

'I. The schools belonging to the burgh of Haddington to remain as at present, 'united into one seminary, for the instruction of pupils in classical and mathe- 'matical learning, arithmetic, geography, English reading and grammar, writing, 'etc., under the charge of a rector, assisted by two under masters.

'The details of the system of tuition to be entrusted to the rector, with the 'understanding that the recent improvements in teaching, especially the intel- 'lectual system so successfully followed in the Edinburgh Sessional Schools, shall 'be adopted, so far as they may be applicable to the circumstances and objects 'of the Haddington Seminary.

'*Emoluments.*

'The rector shall be entitled to a free house and an annual salary of £45 'sterling, and to one-half of the school fees, as the same are now fixed by 'the Magistrates and Town Council, with permission to receive boarders into 'his own family on such terms as he may think proper, provided that the num- 'ber of boarders at any one time shall not exceed fifteen (without the permission 'of the patrons of the school). He shall be further entitled to the fees which may 'accrue from any lectures on scientific or philosophical subjects which he may 'deliver to the more advanced pupils or to the public at large, at extra hours.

'*Duties.*

'The rector to charge himself with the entire superintendence of the several 'departments of the Seminary, the distribution of the hours of study of the re- 'spective classes, the selection of school-books, subject, however, to the approba- 'tion of the Council, and the system of discipline to be followed ; and, combined 'with this general superintendence, it shall be his special duty to teach the 'classics and French, and to instruct the higher classes of the respective schools 'in mathematics, geography, grammar, English composition, etc. ; and especially 'that he shall, both personally and through the under masters, watch over the 'religious tuition of the scholars, including the doctrines and duties, and im- 'pressing upon their minds the obligations of Christianity.

'*Appointment of the Under Masters.*

'The under master, or English teacher, whose situation is at present vacant, 'to be appointed by the rector, who shall be bound to pay him £20 of

Haddington Burgh School.

'salary, and allow him one-fourth of the whole fees of the establishment. 'The rector shall not be at liberty to dismiss him without the concurrence of the 'Council.'

Mr. Whyte was educated at the Edinburgh High School, was English teacher for three years, from 1832-35, at what is now the Queen Street Institution. From 1835 to 1843 he was classical teacher at Watson's Hospital, and at the Disruption joined the Free Church. Shortly after his appointment to Haddington he left the Free Church. On his appointment there were upwards of 150 pupils. In the year 1844-45 there were 106. From that date till 1857 the average has been 53, and in 1867 the numbers returned are 10 boys and 14 girls. Within two years of his appointment, both the English and the mathematical teachers resigned, and the Town Council found great difficulty in getting a successor to the mathematical teacher. The community appears to have been roused to make some exertions to re-establish the popularity of the school, and, on 23d November 1844, a meeting of the parents of the children in attendance at the school took place, but their efforts do not seem to have been attended with much success. The Town Council offered to increase the salary of the mathematical teacher, and left his appointment in the hands of the rector. From that day till this the school has been conducted by Mr. Whyte and one assistant. In March 1845, the teacher of the English school resigned; the rector appointed a successor, who remained only a few months, and resigned. On his resignation the teacher appointed a lad, named Neilson, to the vacant situation. The Council refused to pay this lad's salary, whereupon Mr. Whyte brought an action in the Sheriff-Court to compel payment of a quarter's salary for Neilson. The Magistrates pleaded, *inter alia*, in defence,—(1.) 'The extremely limited number of pupils at the school, being only seven-'teen, did not warrant the appointment of an assistant master, and the idea of 'there being two teachers for that number of children was truly ludicrous. '(2.) Neilson, the pretended assistant master, was a mere boy, scarcely fourteen 'years of age, and only the other day a pupil in the rector's class. . . . (3.) The 'appointment was not a *bona fide* one, but a fraud attempted to be practised 'on the terms of, or powers entrusted to, the rector under his management.'

The Sheriff-substitute decerned against the Magistrates, holding that the teacher had uncontrolled power under his agreement to choose such an assistant master as he thought fit; and that Neilson's admitted age of fourteen was not a disqualification. The Magistrates paid the salary, and (28th September 1846) consulted counsel as to whether—(1.) Mr. Whyte's appointment was a life appointment or no? (2.) If for life, whether, from the state of the schools, there being for nearly twelve months past under twenty pupils in attendance, instead of 200 as used to be, there is such inefficiency as warrants his dismissal? (3.) Whether, in the circumstances, he was justified in appointing and retaining Mr. Neilson as teacher of English; and, if not, what steps should be taken to vindicate the town's rights in the matter. On 3d September 1847, Mr. Rutherfurd, afterwards Lord Rutherfurd, returned the following opinion.—

OPINION.

1. I am of opinion that the rector, Mr. Whyte, holds his appointment for life, but is liable to be dismissed for sufficient cause shown. I think the case of this school falls clearly within the principle which in this respect regulates the appointment of parochial teachers, or the appointment of burgh clerks, and which in several cases has been applied directly to burgh schoolmasters. The cases referred to as in favour of the power of dismissal were all of them decided upon principles which implied the permanent nature of the appointment.

2. I am of opinion that great inefficiency, amounting to incapacity as a teacher, is good ground for dismissal. The great and permanent falling off of the school is a fact of importance, though not in itself conclusive. But the circumstances stated in the memorial otherwise, with respect to the want of progress of the scholars, and the results of the periodical examination, appear to me to present a case which, if duly investigated, would be found to be sufficient.

3. I disagree with the Sheriff about the appointment of Mr. Neilson. The appointment of a boy of fourteen, as the principal assistant teacher, is a case of mere abuse, and, as it appears to me, an act of malversation on the part of the schoolmaster.

4. I cannot doubt upon the whole matter that there is sufficient ground for dismissal. But I think that the memorialists, before proceeding, would do well to

direct the facts of the case to be embodied in a precognition; and further, that they should immediately appoint an examination of the school, and of the mode of teaching, and every other matter connected with the conduct of the master and his assistants, by a committee of the Council, and direct the committee to report to them for their further guidance. Haddington Burgh School.

At present, I have nothing further to suggest.

The opinion of

EDINBURGH, 3*d September* 1847. AND. RUTHERFURD.

The Town Council, however, do not seem to have acted upon this opinion. The rector retained his situation; the attendance at the school did not greatly improve, and the rector, in addition to his other alleged shortcomings, appears to have laid himself open to the accusation of having practised several acts of excessive severity upon some of the pupils.

This is brought out by a memorial of 16th March 1849, prepared by the Magistrates, and laid before counsel for opinion. The main question being whether the acts of severity mentioned amount to sufficient *culpa* to justify Mr. Whyte's dismissal. These acts are described with great minuteness in a correspondence carried on between the Town-Clerk and Mr. Whyte. This correspondence was exhibited to us, but we do not feel ourselves justified in reproducing it.

The opinion returned to this memorial was to the effect that although the conduct of Mr. Whyte fully justified dismissal, yet that it was very doubtful if a summary dismissal could be sustained at law.

Since 1849, the Magistrates have taken little interest in the school. 'They 'feel,' as one of them said, 'disgraced by it,' but Mr. Whyte has remained as teacher in the schools. But the schools are all but deserted. In 1865, the Magistrates offered him a retiring allowance of £50 per annum. But he declined it for two reasons, because the offer was not made in a sufficiently formal manner, and because he rated his services to the burgh at £100 per annum, for which sum he would consent to retire.

The site of the building is not inconvenient so far as the town is concerned, but it stands low, and close to the union of two streams, which act as the sewers of the town. Hence in summer the smell from decayed matter and sewerage is at times very disagreeable and unhealthy. In winter also, the damp comes up through the floors, and the walls of one of the schoolrooms are green with damp, and have an unwholesome appearance. There are three rooms— Buildings.

	Length.	*Breadth.*	*Height.*
(1.) The Rector's, . .	28	$15\frac{1}{2}$	9
(2.) Mathematical, .	28	$23\frac{3}{4}$	$12\frac{3}{4}$
(3.) English, . . .	39	$17\frac{3}{4}$	10

affording accommodation for about 224 scholars. Over these class-rooms there are masters' residences. In the rector's there is accommodation for from 20 to 30 boarders; at the present time there are 10 boys and 14 girls, occupying the space of 224 scholars; and one boarder and two old ladies occupying the rooms of 20 to 30 boarders,

The furniture in two of the rooms is in bad repair, and the buildings would all be improved by the expenditure of some money upon them. But the teacher says nothing has been done to the buildings since his appointment. From the following 'general remarks' in a letter of 24th October 1866, addressed to us in reply to our formal letter asking for information as to the number of teachers and scholars, and a list of subjects taught, it appears that he is of opinion that the Magistrates hope to starve him out.

. . . . . .

. . . . 'Town Councils having now-a-days no character of their own, have 'none to give their burghs or their schools. . . . In 1846, an assistant was, 'with the usual secrecy, employed to drain away 60 pupils, leaving me with 7. 'In 1863, another assistant was similarly encouraged to reduce our 110 to 35, 'which have since dwindled to 18 [now 24].

'The object of this is to show an illiterate constituency of 200 electors, that 'unless they, each and all of them, defy the local clique, they may shut their

Haddington Burgh School.

'shops and leave the village. "Each November vote with us, or we give you
'"what we have again and again given Whyte." "The resolution of the clique to
'"starve him out" is of date '46, but I look as plump as an alderman. Just
'you send down one or two boarders at £30 per session, covering all expenses,
'except clothing. In other words, the Commissioners may see that local influ-
'ence over schools requires an extraneous balance or check; a Sustentation
'Fund, as the Free Church have it.—I am, yours truly,

(Signed) 'WILLIAM WHYTE, *Rector*.'

'HADDINGTON BURGH SCHOOLS, 24*th October* 1866.'

There is a playground attached to the school, 'but,' as the teacher puts it, 'like the schools themselves, in an undrained, filthy locality.'

There are no bursaries or endowments.

Finance.

The Town Council pay—

Salary to rector,	£25 per annum.
„ assistant,	20 „
The fees amount to,	32 „

These are divisible between the two teachers in the following proportions:—

Half to rector,	£16 0 0
One-fourth to colleague,	8 0 0

One-fourth share should go to a second colleague, but no one is employed while the school is so small. This quarter share goes for cleaning, repairs, etc.

Fees.

The fees are much the same as in ordinary burgh schools, or perhaps a little higher.

Latin,	£0 7 6	per quarter.
French,	0 5 0	
Arithmetic,	0 2 0	
English, including history, geography, and grammar,	0 5 0	
Reading,	0 3 6	
Writing,	0 3 6	
Drawing,	0 3 6	

The fees are paid sometimes in advance, sometimes at the close of the session—at the convenience of the parents.

Scholars.

The school is divided into seven classes, and meets for thirty hours per week. These classes are—three English, two arithmetic, one writing, and one Latin. The scholars are the children of farmers, millers, one the child of a land steward, and one of a shepherd.

Remarks.

Our time was so occupied in investigating into the history and general condition of the school, that we had no time to examine the 24 children, of whom 8 are under eight, 7 are eight and under twelve, and all under sixteen years of age, who represented it.

We have dwelt at length upon the state of this school, as it is a good specimen of Town-Council management in small burghs. It is also an important instance of the difficulty of getting rid of an unpopular teacher, and shows the uncertainty of the state of the law regarding the tenure of Burgh-School teachers, and the necessity of some improvement. Mr. Whyte has remained as teacher for twenty-four years, during which time a popular man would have had three generations of the youth of Haddington through his hands. As it is, these three generations, or at least two-thirds of them, have either been educated away from Haddington, or grown up without any of the advantages which should be provided by every burgh school in so important a place as Haddington.

[S.]

XXVIII.—KILMARNOCK ACADEMY.[1]

Kilmarnock Academy

Visited February 6, 1867.

History.

Prior to the year 1727, the Parish School was the only public school in Kilmarnock, and the parish schoolmaster, in conjunction with a 'Doctor' or assistant, taught all the subjects required. In 1727, a new school was established, and associated with the Parish School. The patrons of the new school were the members of the so-called Town Council.[2] The old Parish School remained as before, under the patronage of the heritors. It was arranged that the Parish School should be a Latin or Grammar School, while the new or Burgh School should be devoted to the teaching of English and the more 'common' subjects. This arrangement subsisted for eighty years.

In 1807, the present Academy was founded. It arose out of the union of the two schools then in existence, and the funds necessary for its erection were supplied partly by the heritors and Town Council, and partly by private subscription. No change was made in the patronage of the Parish School, or in the duties of the master, except that he was made rector of the institution. The existing English or Burgh School was divided into two distinct departments, English and Commercial, practically co-ordinate with each other, but (at least theoretically) subordinate to the rector.[3]

Management.

The Town Council denuded themselves of their exclusive patronage of these departments in favour of a newly constituted board of directors, of which a committee of their number formed an element, but the Town Council agreed to pay £15 a year to the English and £15 to the Commercial master. The English and commercial masters are appointed by the complex board, which is made up of—(1.) Representatives of the heritors; (2.) Representatives of the Town Council; (3.) Representatives of the original subscribers; and (4.) The ministers of the parish. The classical teacher, as parish schoolmaster, is appointed by the qualified heritors; and the complex board (of which the heritors are necessarily a constituent element,) confirm the appointment of the parish schoolmaster as classical teacher in their Academy. From the founding of the Academy till 1848, its affairs seem to have been conducted with much success and unanimity by the directors. But in 1848, on the death of the parish schoolmaster, an attempt was made by the clerical element in the directorate to separate the Parish School from the Academy. The matter was referred to the Presbytery, who agreed for the time to waive their right to have a parish school established in Kilmarnock on the same principles as in other parishes, and that the Parish School should continue to be a department of the Academy. In the same year, or the year after, the salaries of the English and commercial masters were withdrawn. This was felt to be all the more a hardship, as they had been paid regularly out of the burgh funds for a lengthened period;—to the burgh or English schoolmaster from the year 1739, and to the commercial master from the founding of the Academy in 1807. In intimating the withdrawal of the salaries, the directors attributed the necessity of the step to a want of funds, occasioned by legal expenses, regretted that they themselves had no money at their disposal to replace them, and took the opportunity at the same time of 'unanimously expressing 'their highest satisfaction with the ability and general efficiency with which the 'teachers had conducted their respective departments in the Academy.'

Buildings.

The buildings of the Academy are in a very unsatisfactory condition. All that can be said in their favour is, that they can accommodate nearly twice the number of pupils at the school; for there is room for 449 boys and girls, while there were present on the day of our visit only 227. The site is moderately good, and at the date of the erection of the Academy was one of the best in the town. The furniture is bad and worn out. The necessary repairs are not done in a liberal spirit by the heritors and the Town Council. There are frequent gaps in the windows

[1] For the history of the school, we are mainly indebted to the rector and the mathematical master.

[2] Kilmarnock was never a 'royal burgh,' but a 'burgh of barony.' It is now a Parliamentary burgh.

[3] The authority of the rectorship is alleged to have been abolished in 1830, on the occasion of a new appointment. The name of rector still exists, but the masters are all independent of each other.

Kilmarnock Academy.

from broken panes of glass, which it seemed no one's duty to replace. The floors and walls of the class-rooms are uneven and dirty. The playground is small and inadequate. The outhouses are inconvenient. Altogether the place presents an appearance of dilapidation and decay.

Finance.

The incomes of the masters are as follows :—

The classical master has a salary from the heritors of as parish schoolmaster. He has no house ; but the heritors have the price of an old house, which had been sold long before the appointment of the present incumbent, and from the interest of this sum, and from other funds under their control, they grant, in the name of house-money,	£60	0	0			
His fees amount to	24	0	0			
	110	0	0			
So that his whole income is				£194	0	0
The English master has from fees alone				140	0	0
And the commercial master,				180	0	0

There is no regular curriculum; but each pupil selects the classes that he pleases to attend. It is difficult, therefore, to say the exact cost of the education of the Academy, but there is no doubt that it is considerably higher than it need be if there were a regular course and a re-adjustment of subjects in the different departments.

Fees.

In the Classical School, the fees per quarter are—			
For Latin,	£0	7	6
,, Greek,	0	5	0
,, French,	0	10	6
,, German,	0	10	6
,, English composition,	0	10	6
or, in combination with other subjects,	0	7	6
In the Commercial Department—			
For arithmetic,	£0	4	0
,, mathematics,	0	10	6
or, in combination with other branches,	0	6	0
,, writing,	0	3	0
or, in combination with other branches,	0	2	0
,, geography,	0	7	6
or, in combination with other branches,	0	6	0
In the English Department—			
For reading	£0	4	0
,, grammar,	0	6	0
or, in combination with other subjects,	0	3	6
(There is no separate fee for history).			
Supposing, therefore, a pupil to study Latin,	£1	10	0
Arithmetic and writing,	1	4	0
Geography,	1	4	0
Reading and grammar,	1	10	0
The cost of education for fees alone per annum would be	£5	8	0

The public cost, in addition to this, is very moderate. £60 is all that the directors contribute in the form of salaries, and this divided among an average of 240 pupils, gives 5s. a head as the cost to the burgh.

If the pupil should add English composition, French, or mathematics, the yearly cost would be increased by from £1, 4s. to £1, 10s.

Teachers.

All the masters have received a University education, and the rector has a degree from St. Andrews. Although rector in name, he exercises no authority over the others, but merely teaches his own department. His subjects are Latin, Greek, French, German, and English composition. These he teaches without any assistance from nine to four, with one hour's interval, and again from five to six.

The English master teaches reading, grammar, and history. The master of the commercial department has a strange mixture of subjects, which exists to some

extent also in Glasgow. He teaches writing, arithmetic, book-keeping, mathematics, and geography. The last has been taken from the English department and attached to this, so that he teaches almost all the more popular subjects, and has an advantage consequently over his colleagues. Kilmarnock Academy.

The pupils attending the Academy on the day of our visit were 179 boys and 48 girls. Of these there were, in the Classical Department, 42 boys and 7 girls; in the English School, 107 boys and 31 girls; and in the Commercial Department, 132 boys and 41 girls. They belonged mostly to the upper and middle classes of the community, but the girls belonging to these classes, instead of attending the Academy, go to private schools in the town. Most of the boys leave school about fourteen or fifteen years of age. They go away to commercial or agricultural pursuits. Within the last five years, only 6 have gone to any University, 1 of whom, in his first year, gained an open bursary in Glasgow College, and 2 others gained prizes in the ordinary class-work. Scholars.

The teaching throughout the different departments was in some cases good, and in all it was fair. In the highest Latin class, 5 boys, fourteen or fifteen years of age, were reading Livy, and Melvin's Exercises. The translation and parsing were somewhat slow. In a lower class, 11 boys, of fourteen years of age, were reading *Cæsar*, and Mair's Introduction. The latter is a very bad book, but the boys certainly made the most of it. It is in use in many of our schools, and is intended to serve as an advanced book of grammatical exercises. But many of the words employed in it are rare or obsolete, and the examples are of little use in improving a boy's taste or style. There were only 3 boys in Greek. Examinations.

In the English Department the pupils passed a creditable *viva voce* examination in reading and grammar, and out of 16 boys and girls who wrote a passage in prose from one of their ordinary school-books, 11 had no errors, and only 2 had more than one mistake. The writing was good in almost every case. The master was educated in Glasgow University, but took no degree.

In the Commercial School we found large and flourishing classes. The *viva voce* examination, both in arithmetic and geography, was very interesting. The boys were decidedly better than the girls in the former subject. A paper was also set to 6 boys and 3 girls in Euclid, and to 2 boys in algebra. The number of marks was for each paper 200. The average attained was 40, and in two cases none of the propositions were solved. Only the simple questions in algebra were done.

On the whole the school was not in a satisfactory condition. We do not complain of the teaching. But there was a want of life and elasticity and system, as it seemed to us, pervading the whole school. There was little or no encouragement from without on the part of the directors or managers; and there was a total lack of liberality in maintaining the buildings and in providing salaries for the masters. [H.] Remarks.

Peebles Grammar and English Schools.

Visited February 6, 1867.

History.

XXIX.—PEEBLES GRAMMAR AND ENGLISH SCHOOLS.

From the Town Council records, Chambers's *Peebleshire*, and other sources of information, we find that Peebles was established as a royal burgh by David II., about 1367. One hundred years prior to that date (1260), the Conventual Church of the Holy Cross was built by Alexander III., in honour of St. Nicholas. This church was one of the four in Scotland called minstries. It was founded for seventy Red or Trinity Friars, an order instituted in honour of the Holy Trinity, and for the redemption of Christians who were enslaved by the Turks. At the Reformation, in 1560, it appears that the High Church in the Old Town was demolished, and the Cross Church, as being nearer to the New Town, was converted into the parochial one, and employed in the offices of reformed religion till January 1784, when the present church was opened for religious worship. At the Reformation, the cloister of the Cross Church was converted into houses for the schoolmaster and public schools, and was used for these purposes to the beginning of the eighteenth century, when it became ruinous.

It appears that in 1609, 'and somewhat later, the town of Peebles was in 'trouble as regards education. The old ecclesiastical endowments, which should 'have been partly appropriated for this purpose, being now gone, there was a 'difficulty in keeping up the schools. In a thin quarto, printed for private 'circulation, purporting to be "Extracts from the common good of various '"burghs in Scotland, relative to Schools and Schoolmasters, between the years '"1557 and 1634," we find the following particulars regarding the salaries paid 'to the schoolmaster in Peebles, from 1608 to 1634 :—

'1608. *Item*, To Mr. John Young, skuilmaister, for his yierly fee and chamber mail (lodging rent), ... £109 Scots.
'*Item*, Given to the doctor of the skuill, . . . 16 „
'*Item*, (1628-1634) Given to our scholmaister and doctour for their fees, ... 250 merks.

'Two facts are here worthy of notice. The entire salary of the schoolmaster 'of Peebles in 1608 amounted to only £109 Scots, or £9, 1s. 8d. sterling; and 'there was a functionary belonging to the school called a "doctor" or tutor, 'one of whose duties was to teach singing, for which service he received the 'munificent annual salary of £1, 1s. 4d. sterling.'[1]

In the Burgh records there is the following remarkable minute of 29th October 1655, by which the time-table of the school for both week-days and Sundays is recorded, indicating, as nearly all these excerpts from the old burgh records do, the paternal supervision exercised by the Magistrates over the burgesses, and the great power of the Town Councils of those days :—

'*At Peebles, 29th October* 1655.—Which day Mr. John Purdie, eldest lawful 'son to Mr. Patrick Purdie, minister at Newlands, being received and admitted 'schoolmaster of the school of this burgh, from the first day of November next 'to the first day of May 1656 years, being half a year, for the sum of ane 'hundred merks Scots money of modified stipend to be paid to him by the said 'burgh, at the terms used and wont with ane chamber, and that for all other 'payment of farther duty or casualty, by the Provost, bailies, or Council, or trea-'surer of the said burgh, together with twelve pounds (?) Scots of quarter payment 'for ilk town bairn, and for the landward bairns, leaves it to the benevolence of 'their parents, as they and the said schoolmaster can agree, in respect they pay 'nothing of the said modified stipend. And the said Mr. John Purdie compeir-'ing personally, and accepting the said office of schoolmastership upon him, for 'the stipend foresaid, has given his oath of fidelity for discharge of ane honest, 'careful, diligent, and faithful duty in the said office, he instructing the young 'committed to his charge in the grounds of divinity and humanity, and all other 'liberal sciences, according to his knowledge and their capacity; and has 'accepted and obliges him to observe the injunctions following, viz.,—*Imprimis*, 'He shall daily in the week days enter to the said school at six hours in the 'morning, and after morning prayer and psalms, with ane accompt of the scholars, 'then morning lessons or parts, by himself and his doctor, teach the lessons to 'the bairns, both learning Latin and Scots, until nine hours thereafter. *Item*,

[1] Chambers's *Peebleshire*, p. 130.

'He shall enter himself and doctor and convene the saids bairns daily in the saids week days, at ten hours before noon, awaiting upon them, and teaching them till eleven hours, and therefra teaching and learning them to write, giving them copies, and taking accompt of their writing, till twelve hours at noon. *Item*, He shall enter again to the said school and convene the bairns, at half-hour to twa afternoon daily, and attend upon the school and scholars, teaching them and taking compt of their lessons, till ane quarter of ane hour before six at night, during which quarter of ane hour he shall make ane prayer, read ane chapter upon the Bible, and sing ane psalm upon the psalm book. *Item*, It shall not be lesum to him to give the scholars the play in any days of the week except upon Tuesday and Thursday, betwixt twa and four hours afternoon, and then precisely to convene them again; and, upon Saturday, fra twa hours afternoon, for all that night, and before their going from the school upon each Saturday, to give the bairns learning Scots, each of them, ane portion of psalms or catechism, and take ane compt thereof upon Sunday next thereafter, after the afternoon sermon. *Item*, Each Sunday he shall convene the saids male bairns at eight hours in the morning, and teach them their Sundays lessons of Scripture, and catechism, till the ringing of the second bell to the kirk, at which time he shall go to the kirk with the scholars, in comely and decent order, and, in time of preaching mark disorders among them, with censuring of them therefor. *Item*, He shall convene the said bairns at ane afternoon, and at the ringing of the second bell, address himself with them in manner foresaid. *Item*, At the ending of the afternoon sermon, he shall convene the said male bairns, and take accompt of their notes of preaching, and of their Sunday's lessons. *Item*, He shall have his school laws orderly set down in ane large brod, and hung in the school for the scholars' information, and for transgressing thereof, he shall punish them conform to the nature and quality of the law. *Item*, He shall not remove from his charge, nor go furth of burgh, without license of ane of the Magistrates; and that he shall remove from the said school and office of schoolmastership, and from all casualties belonging thereto, at the said first day of May next, if it shall please the Provost, bailies, and Council of the burgh, upon their premonition of forty days, to be maid to him of before, which injunction and articles the said Mr. John Purdie binds and obliges him to observe and perform, in every clause thereof above written, during the said service, and in case he shall happen to be found by the Council of this burgh (whom he understands to be his judges allenarly) to transgress and violate any of them, in that case, *ipso facto*, to be guilty of deposition, and to remove from the said school, within twenty days after the Council shall try the same, and acquaint him therewith, without any appelation or again calling.—And, for farther security, he has subscribed this present Act, place, day, and year foresaid.

(Signed) 'Mr. John Purdie.'

Peebles Grammar and English Schools.

In 1658, we find from a quotation from the burgh records, by Mr. Chambers, 'the Council, referring to former acts on the subject, ordain that all male children shall attend the public school, and all women who keep schools in the burgh are prohibited from taking any male child, under the pain of twenty shillings Scots for ilk male child they shall receive.'

From the year 1676 to 1714, the burgh records are lost, but it is suposed that, from about 1700, when the cloisters of the Cross Church 'became ruinous,' to 1752, the Grammar, and till 1766 the English, school was held in a vault under the Tolbooth. This appears from the fact that, in 1749, 'the Council resolve 'to build, not only a town-house, but a schoolhouse, the present schoolhouse 'being a vault below the Tolbooth, and is most confined and unwholesome for 'the boys, and that in 1766 an English schoolhouse was agreed to be built on 'the west side of common entry.' From this date there is nothing of interest till 1799, when it appears that the town schoolmasters, are ordered to convene their scholars every Sunday morning, to put them through their catechism, and march them to church. On this subject Mr. Chambers (p. 270) says,—'The 'practice here referred to had fallen into disuse, and was now re-instituted in 'conformity with awakened religious feeling.' And a little further on he makes the following remarks on the exercise of discipline in use about the end of last century:—

'It is also a fact not less consistent with the recollection of persons still living, 'that the town officers in their uniforms were occasionally employed by one of

Peebles Grammar and English Schools.

'the schoolmasters to assist him in holding down obstreperous pupils, when they 'were laid across a table to be punished with lashes on the bare back. It was 'our misfortune to see such exhibitions of school discipline, and not the least 'strange thing about them was that they evoked remark neither from Magis- 'trates nor the public, so different were people's feelings, little more than half a 'century ago, from what they are at present. At this period, school education 'in other places besides Peebles was conducted on principles of vengeance and 'terror' (p. 276).

In 1805, a new dwelling-house was built, to accommodate about 30 boarders, for the teacher of the Grammar School, at a cost of about £800. In 1811, the old Grammar School was condemned as being 'by far too small and in a confined part 'of the town, and the burgh unanimously resolve that it will be proper to erect 'a new schoolhouse on the piece of ground belonging to the town to the west of 'the Cabbagehall' (present site). In 1813, there was a proposal to convert the old Grammar schoolroom into a Council-room for keeping town's papers. From this date there is nothing noticeable until 1859 and 1861, when the English and the Grammar Schools were rebuilt at an expense of £541. The latest notice which appears regarding the school is that of Mr. Chambers, where he says, at p. 127,— 'The burgh sustains two public schools, one at which instruction is given in 'classical languages, and the other for English and elementary instruction; the 'style of teaching in both being very different from that which prevailed sixty 'years since. The two houses are plain structures, fronting the Green, which is 'used as a playground. The burgh gives the occupancy of a house to the rector 'of the Grammar School, for the purpose of accommodating boarders.'

Management.

Both these schools are under the control of the Town Council, who regulate the internal management, appoint and dismiss the teachers, regulate the studies, the conduct of examinations, and the appointment of examiners. The English School is under Government inspection, the Grammar School is not.

Buildings.

The Grammar School consists of one room, with accommodation for 86 scholars. In the dwelling-house, consisting of a dining-room, kitchen, library, drawing-room, nine bedrooms, and four attic rooms, a former teacher had for many years upwards of 40 boarders, at the rate of from £30 to £40 per annum.

The English School is a new building of two apartments, with accommodation for 126 scholars. There is no dwelling-house attached.

Finance.

Attention has already been drawn to the fact mentioned by Mr. Chambers,[1] that the salary of the schoolmaster in 1608 was £9, 1s. 8d. sterling, and that of the doctor £1, 1s. 4d. In 1796, it appears that the 'school-fee, per quarter, for 'reading, writing, and arithmetic, which had been fixed at 1s. in 1782, is now 'raised to 1s. 6d. for reading, and 2s. including writing and arithmetic. 'Fifteen years later the fee was only 2s. 3d., and including Latin, 5s. In 'addition to the fees, however, a voluntary donation was made to the teacher at 'Candlemas, called the "Candlemas bleeze," a relic of ancient usage. Pupils also 'contributed a few pence in winter for coal.'

At the present time there are no bursaries and no endowments. The financial condition of the schools is as follows :—

Salaries and Fees.	*Grammar.*	*English.*
The Town Council pay the rector of Grammar School and the English master salaries of	£25 0 0	£38 0 0
And afford a house to the former, estimated value, ...	40 0 0	...
These together amount to £103.		
The fees are, ...	60 0 0	85 0 0
And the English master has a Government grant (including £46, 13s. 4d. of salary to pupil-teacher) of . . .	...	75 3 4
Total income of schools,	£125 0 0	£198 3 4

[1] Chambers's *Peebleshire*, p. 269.

In addition to this the Grammar-school teacher has what he can make of his boarders. Peebles Grammar and English Schools.

In the *Grammar* School the fees are paid quarterly in advance, and are charged according to the subjects taught. Fees.

Reading, ...	£0	5	0
Additional for Latin, ...	0	2	6
„ Greek, ...	0	2	6
„ French, ...	0	2	6
„ Drawing, ...	0	2	6

The fees in the *English* school are paid at the end of each month, and are charged not according to the branches taught, but according to the class. This is very unusual in burgh schools. Indeed it is the first instance that we have noticed such a system.

The rate is as follows for the session :—

Classes, .	1.	2.	3.	4.	5.	6.
Fees, .	10s.	14s.	18s.	22s.	24s.	28s.

In a printed form containing information to applicants for the situations of Grammar and English masters, one of the conditions of appointment is in these terms :— Teachers.

‘ The appointment shall be for a term of years ; and if at any time thereafter, ‘ in the opinion of the Council, the conduct of the master as a teacher, or system ‘ of instruction, shall not be satisfactory, it shall be competent for the Council to ‘ remove the master from his office, at the expiry of three months after intima- ‘ tion has been made that such removal shall take place. In the event of the ‘ master being desirous to resign, he shall give three months’ notice of his inten- ‘ tion to do so.’

Both schools are arranged on the basis of an English course. Organization.

In the *Grammar* School there are— Scholars.

On Roll.	*In Attendance.*
Boys, 35	Boys, 28
Girls, 11	Girls, 8
46	36

These are divided into six English classes, the largest of which contains 14 scholars. The classification for writing and arithmetic is the same as for English, but in addition to these classes there are three Latin classes, containing 3, 4, and 3 scholars respectively ; one French class, containing 4 scholars ; and one drawing class, containing 10 scholars.

In the *English* School proper there are—

On Roll.	*In Attendance.*
Boys, 85	Boys, 75
Girls, 46	Girls, 40
131	115

These also are divided into six classes, the largest of which, the fourth namely, contains 33 scholars. The classification for writing and arithmetic is the same as for English.

The *English* school is under Government inspection. We subjoin the last report of Her Majesty’s Inspector :— Examinations.

‘ The appearance under the Standards and in grammar is above average, and ‘ does much credit to the ability and faithfulness of the master.

‘ Some progress has been made in needlework since the time of my last visit.’

Peebles Grammar and English Schools.

No. of Children above 6 qualified by 200 attendances.	No. presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
87	83	13	12	13	8	25	25	25	23	23	23	22	20

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
10	10	8	10	10	10	10	10	2	2	2	2	235

From this report it would appear that the English School is in a satisfactory condition. The Grammar School was not examined. [S.]

XXX.—NORTH BERWICK SCHOOL.

North Berwick School.

Visited February 7, 1867.

History.

There is no grammar or burgh school at North Berwick.

The establishment of the so-called Burgh School arose from a general feeling of dissatisfaction with the parochial schoolmaster, and on 23d January 1830, the minutes of the burgh bear that 'a plan for erecting and seating a house for a 'school in the burgh, over the market, belonging to the town, was laid before 'the Council. They appointed a committee to examine, make arrangements 'respecting the same, and to report. The Magistrates informed the Council 'that they had entered into an engagement with Mr. James Patterson, teacher, 'from Ayrshire, to teach a school in the burgh for one year from October last, 'and had agreed to find him a schoolroom, and pay him an annual salary of £4 'sterling. The Council approved of the arrangements made by them, and enacted 'accordingly.'

The school was erected over the markets, and consists of one room, with a small ante-room—together containing accommodation for 80 scholars. The Council borrowed £150 to erect it.

Previous to this, the Council had been in the habit of paying the parochial schoolmaster £4 yearly, 'to enable him to keep an assistant,' but this supplement to his salary was now withdrawn.

The fees charged about this time, under the regulations of the Magistrates, were as follows:—

For English reading, per quarter,	.	£0	3	0
,, Writing, . ,,	.	0	3	6
,, Arithmetic, ,,	.	0	4	0
,, Grammar, ,,	.	0	5	0
,, Geography, ,,	.	0	7	6
,, Latin, ,,	.	0	10	0

Mr. Patterson resigned on 2d November 1833. A successor was elected, with a salary of £6, which, two years afterwards, was raised to £10, but without precedent. This teacher resigned on 3d July 1835, and, after submitting the certificates of the candidates to a meeting of the heads of families, the Council, on 25th of the same month, elected Mr. John Sloane, of Strathbungo, near Glasgow, with a salary of £6. The election was made for one year only, and subject to his being annually elected.

About a year after Mr. Sloane's appointment, some of the parents of the children attending his school expressed dissatisfaction with him as a teacher; and from this time until he resigned, Mr. Sloane and the Council, or a party in it, were involved in dispute.

In the minute of Council of 20th February 1837, the following has reference to these disputes:—

'The Council having had laid on their tables a petition from Mr. Robert 'Arthur and others regarding Mr. Sloane, and praying the Council to suspend 'their proceedings until the school be examined by a committee of the Presbytery of Haddington, they resolve to refuse the prayer thereof. Messrs. Brodie 'and Ramage dissented. The Council then resolved that intimation be made to 'Mr. Sloane, stating that, since 1st August last (1836) they have not considered 'him as burgh schoolmaster, but that they *at present* do not intend to withhold 'payment of the allowance of £6 made him when he was burgh schoolmaster, 'and which would have been due on 1st August next, had he continued burgh 'schoolmaster. They, however, resolve, that from and after 1st August next, 'they will not make any payment to any one styling himself "Burgh School-'"master." Mr. Sloane (also) to be requested to remove from the premises he 'now occupies on 1st August next. From this Mr. Brodie dissented.'

Mr. Sloane's answer to this intimation is given in minute of 25th March 1837. 'The Town-Clerk read a letter from Mr. Sloane, dated the 20th inst., stating that 'he had received the Clerk's letter, mentioning the import of the minute of 'Council, dated 20th February, but that he considered that he is entitled to hold 'his situation *ad vitam aut culpam*, and that he would resist any attempt to 'remove him. The meeting resolve to let this matter lie over until the issue of 'an application to the Court of Session by the Magistrates of Burntisland, in

North Berwick School.

'regard to the removal of the burgh schoolmaster of that place, which seemed to 'involve the same question now at issue between this burgh and Mr. Sloane.'

Mr. Sloane not obtaining his salary, took legal proceedings, and on 29th February 1840, the minute of Council shows that he had been entirely successful in the Sheriff Court; and the Council 'agree to stop all further legal proceedings, 'being uncertain of receiving a more favourable judgment from the Court of 'Session than is now on their table of date 27th inst.'

The dispute is closed by the burgh paying Mr. Sloane's salary and costs. On 2d November 1840 he resigned, and the Council of that date pass the following resolution:—'The meeting having considered whether any successor should be 'appointed to Mr. Sloane, were unanimously of opinion that no person shall be 'appointed to succeed him as burgh schoolmaster, and they also unanimously 'came to the resolution that the Burgh Schoolroom should be advertised to be let 'from 16th inst. to Lammas 1841.'

The building was thereafter let to any person; and is at present occupied as a school, connected, it is believed, with the Free Church.

The teacher rents the room from the Town Council, for which he pays a nominal rent of £1 per annum. This is simply a private adventure school. The teacher is under no board of management, and may leave whenever he feels inclined to do so. He opened the school in 1864, and has now 35 boys and 10 girls on his roll. They learn the ordinary elementary branches, and there is a small class of Latin and French scholars. The fees amount to about £60 per annum.

We also visited the Parochial School in North Berwick. The building is indifferent; the teacher is incapacitated by bad health from teaching, and at present the school is conducted by an assistant, until a new teacher be appointed. The children appeared young and backward.

Remarks.

In the *New Statistical Account of Scotland*, the following passage occurs in reference to North Berwick:—'There is a Parish School,—and a Burgh School built 'and endowed to remedy its deficiencies. . . . The Parish School is nearly deserted. '. . . Education is in the most unsatisfactory state.' This was written in 1839, and the educational condition of the burgh does not appear to have much improved since then. The wealth and importance of the town is increasing yearly, and there seems to be some demand for better educational machinery. We were informed that the heritors intended to erect a new parochial school, or enlarge the present building. It is very desirable that something should be done.

[S.]

XXXI.—ROTHESAY PAROCHIAL SCHOOL.

Rothesay Parochial School.

Visited February 8, 1867.

The Burgh and Parochial School of Rothesay is really an ordinary parish school; and in answer to our inquiries, the Town-Clerk informed us that there was no burgh school in the town.

Management.

The patrons of the school are the heritors, landward and town, and the parish minister. The town heritors are represented by the Provost, and the only landward heritor is the Marquis of Bute, so that the electors are three in number—the Provost for the time being, the factor of the Marquis of Bute, and the parish minister.

Buildings.

The school buildings have accommodation for 220 scholars. The site is bad, without playground, or space for one, and is shut in by the town, which has grown up round about it. The main part of the school buildings is given by the Marquis of Bute, and is his private property. The furniture and repairs are fairly attended to by the heritors.

Finance.

The school has no endowment nor bursaries. The master has a salary of £70, two-thirds of which are paid by the town heritors, and one-third by the Marquis of Bute. The salary was raised a few years ago to its present amount (which is within £5 of the maximum salary of a parish schoolmaster), and for this advance we were told that the master was mainly indebted to the exertions of the Provost.

The fees are 3s. a quarter for English, with an additional charge of 1s. a quarter for either grammar or geography, 4s. for writing, and 4s. for arithmetic, 7s. for Latin or French, and 10s. 6d. for a course of mathematics. The total amount of the fees is calculated at £165, so that the whole income of the master, besides a house, amounts to £235, out of which he pays his assistants.

Teachers.

There is one head master in the school, with two assistants appointed and paid by him. He is a member of the Established Church. He was one year at Glasgow College, and was elected to his present office in 1843.

Scholars.

At the time of our visit the scholars on the roll were 191 boys and 105 girls, with an attendance of 171 boys and 95 girls. The school has accommodation, we have said, for 220. The rooms consequently were intolerably close and crowded with boys and girls, mostly between eight and twelve years of age, but with a considerable number also between twelve and sixteen. The scholars attending the school are the children of shopkeepers, farmers, and tradespeople. There was one Roman Catholic child in the school. For the working classes there are schools in town connected with different churches, and also private adventure schools. There is also a private academy, which has higher fees than the Parish School. The average age on coming to school is six, and on leaving thirteen. The boys mostly go to offices or to their fathers' pursuits, and many of them to sea. None go to the Universities. In the last twenty-three years we could hear of only 5 who had done so. The attendance is better in winter than in summer. Many, both boys and girls, but especially the latter, are irregular in their attendance during the summer months. Their services are required at home, as the town is then full of visitors.

Remarks.

Our time allowed us to make only a general examination of the school. The great majority of the boys and girls were learning the elementary branches. All were learning English, but only 20 were in Latin, 6 in French, and 3 in mathematics. In the ordinary branches the children were well grounded. The Latin was of an elementary nature. On the whole the school, while miserably inadequate in size, and from the want of proper playground or outhouses, was doing efficient work under an energetic and successful teacher. [H.]

Selkirk Burgh School.

Visited February 8, 1867.

XXXII.—SELKIRK BURGH SCHOOL.

History.

The burgh records of Selkirk go back to 1635, but we have got no information of importance regarding the burgh school till 1792. Prior to this date the Burgh as well as the Parochial School were in one building, situated in a lane on the lower side of the Kirk Wynd. These were practically one school, the Burgh or English School occupying the lower flat of the building, the Parochial or Grammar School occupying the upper flat. They were managed conjointly by the burgh Magistrates and the landward heritors. In 1791 it was determined to build a new school. By minute of Council, dated August 2, 1791, it appears 'that it was proposed 'that the present schoolhouse is very improperly situated in the churchyard, 'whereby both the church and the burial-ground were very much destroyed by 'the scholars.' In corroboration of which it may be stated that an old man in answer to a question by the Town-Clerk on this subject, mentioned that he 'remembered finely of using the gravestones for see-sawing' when he was at the school. Early in 1792 a new English or Burgh School, and a Latin (sometimes called Grammar) or Parochial School, were built on a site purchased partly by the Town Council, partly by the landward heritors. In 1808, and from that date till 1813, there seems to have been some difficulty between the Magistrates and the heritors as to the maintenance and repairs of these schools; and the heritors appear to have thrown upon the town the burden of keeping up the buildings.

In 1863 it was determined to build a new school, as the old building erected in 1792 was deficient in accommodation, and a new Burgh School, with accommodation for 173 scholars, was erected by subscription, by corporation funds, and by Government aid, on a site presented by one of the heritors. When this new school was opened, the old English or Burgh School was thrown into the old Parochial School, so as to form one fairly good building.

Management.

The Burgh School is under the management of the Town Council. The appointment of the teacher and his duties are set forth in the following minutes of appointment of 12th September 1864:—

'1. The master is to enter upon his duties on or before the 26th day of September 'current.

'2. The appointment is for one year certain, and if, at any time thereafter, 'two-thirds of the Town Council should think it right to terminate the agreement, 'it shall be competent to them to remove the master from his office at the end of 'three months, after intimation shall have been given him that such removal shall 'take place, and, on the other hand, should the master wish to resign, he shall 'give the Town Council three months' previous notice of his intention.

'3. The master shall be subject to any changes which the Magistrates and Town 'Council may at any time see fit to make in the constitution of the school and the 'rate of fees.

'4. The branches of education to be taught, the school fees to be exacted, and 'the hours of teaching, shall be such as may be prescribed from time to time by 'the Magistrates and Town Council.

'5. The fees to be charged, subject to be altered by the Magistrates and Town 'Council, are—

'Classes.	Subjects.	Fee per Qr.
'VIII., VII.	English reading, spelling, and examination,	2s. 6d.
VI., V.	English reading, spelling, etc., and form of letters in writing (slate or copy),	3s.
IV.	The above, with writing,	3s. 6d.
	,, with simple rules of arithmetic,	4s.
III.	The above, with arithmetic,	4s. 6d.
	,, with elements of geography and grammar,	5s.
II.	The above, with grammar and geography,	5s. 6d.
I.	The above, with elements of Latin or geometry,	6s.

'Mathematics, Book-keeping, French, Greek, each 1s. 6d. extra, or alone 6s. each.
'When four of a family attend, the youngest will be taught free.
'The school fees to be paid in advance.

'6. The yearly salary to be £20, and, upon the death of the present incumbent, '£30, payable half-yearly.'

Selkirk Burgh School.

The present salary of the burgh schoolmaster is . .	£25	0	0
His fees amount to	85	0	0
Parliamentary grant, ...	41	10	0
Total, .	£151	10	0

Finance.

Out of which he has to pay two assistants and house-rent.

Teachers. The staff of teachers includes a master and two assistants.

Scholars. The numbers in the school at present are—

On Roll.	*In Attendance.*
Boys, 174	Boys, 125
Girls, 101	Girls, 74
275	199

Organization. The education is purely elementary, and the school is under inspection. We subjoin the last report by H. M. Inspector.

'The schoolroom, though planned on a liberal scale, is now small for the attendance. The staff is not sufficient, and male pupil teachers cannot be got. A certificated mistress to take charge of the younger children, and to whom girls might be apprenticed, would be a great advantage. The master is faithful and earnest, but the work is too heavy, and seems to affect his health. The reading is generally satisfactory; in writing and dictation the failures amount to 49 per cent., and in arithmetic to 70 per cent. The upper classes made a good appearance in the extra subjects.'

No. of Children above 6 qualified by 200 attendances.	No. presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
135	121	22	21	...	6	35	30	24	10	32	29	14	6

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
18	16	10	8	14	14	14	6	...	...	...	...	208

From this report it appears that the failures in dictation are above average, and those in arithmetic are very high. [S.]

XXXIII.—CAMPBELTOWN BURGH AND PAROCHIAL SCHOOL.

Campbeltown Burgh and Parochial School.

Visited February 11, 1867.

History.

In the year 1830 there were two public schools in Campbeltown,—the Burgh School, which had existed for forty years, and the Parish School, which had existed for a much longer period. In that year, 1830, they were conjoined in one Burgh or Parochial school, which was commonly known as the 'Grammar School' of Campbeltown. At the time of the *Disruption* the rector of the school adhered to the Free Church, and a case of some importance arose out of this circumstance. An action was brought against him in 1849 by the Established Presbytery of Kintyre, and judgment was given in their favour by the Court of Session, who held that as the heritors paid half the salary there was consequently a parochial element in the school, and also that by statute purely Burgh schools were subject to the jurisdiction of Presbyteries. No appeal was made against this judgment, but a Grammar school was erected by the Free Church; and since that time there have been in Campbeltown a Parish school and a rival Free Church school in which the same branches are taught.

Management, etc.

The Burgh and Parochial School is under the patronage of the Town Council, and is subject to the examination of the Presbytery. The Town Council contribute £20, and the landward heritors a further sum of £20, for the master's salary. The master himself collects the latter from the heritors according to their proportion. They are seventeen in number, the chief being the Duke of Argyle, whose proportion is annually £10, 1s. 1½d. Besides his salary the master has a free house, and derives £60 from fees. His whole income is £100 a year. He has no assistant. He is a member of the Established Church, and was educated at Glasgow College for three years. He was appointed to his present office in 1849.

The school buildings are very fair. The site is admirable, and there is plenty of open space in front as a playground. The schoolroom is capable of accommodating 120 pupils. There were present 84 on the day of our visit. The ground and the buildings were a gift, we believe, from the Duke of Argyle. The boys and girls were learning the ordinary branches taught in a parish school. The fees are very moderate,—3s. for English, 1s. for writing, 1s. for arithmetic a quarter. There were no boys learning mathematics, but 11 boys were learning Latin and 6 were learning French, at a fee, for each subject, of 2s. 6d. a quarter. Among the pupils present there were 8 Roman Catholics. They do not object to learning and repeating a verse of the Bible while the others are engaged with the Shorter Catechism. The children belong to the middle and poorer classes. They mostly go to ordinary work or to business on leaving school, but a few (3 or 4) have gone within the last five years to Glasgow College; and one boy gained there a prize, 'The Cook and Macfarlane Testimonial,' open to students in Glasgow and St. Andrews. The examination of the children was satisfactory.

The Free Church Grammar School has been in existence since 1849, under Mr. Ross, who was previously rector of the parish school. It is under Government inspection. The number of pupils is 155. Of these, 22 are learning geometry, 59 are learning Latin, and 5 are learning Greek. The master has no house, but an income from fees and other sources of £188. The mathematical master has an income from all sources of £85. The fees here are from 3s. a quarter for the lowest to 10s. 6d. for the highest branches.

[H.]

XXXIV.—DUNBAR BURGH SCHOOL.[1]

Dunbar Burgh School.

Visited, February 18, 1867.

History.

Dunbar was created a free burgh by David II. in 1368.

The earliest information that we were able to procure in reference to the Burgh School dates from 1564. At that time Andrew Simson, who had been originally master of the grammar school of Perth, was appointed to Dunbar, where he held the double office of master of the grammar school and minister of the parish at the same time,—a double tenure which was not uncommon at this time. Mr. Simson, it appears, had been a very successful teacher at Perth. He had sometimes under his charge 300 boys, many of them sons of the principal nobility. He was author of a Latin Rudiments, which was taught in the schools till the time of Ruddiman, and, under the name of the Dunbar Rudiments, was appointed both by the Privy Council and by Parliament to be used in all schools.

After an interval of thirty years, we find a notice of Andrew Dishington, schoolmaster of Dunbar, in the Records of the Presbytery of Haddington, 'The 'Act of the last Synodall Assembly, giving the presbyterie comission to try 'Andro Dischingtoun, schoolmaster of Dunbar, not only in his hability to 'travell in the ministry, but also to teache ane grammar-schoole, being 'presentit to the presbyterie, the brethren ordainit him to cum heir yis day 'aught dayes, and for beginning of his tryall to teache ane piece of the first 'book of the Georgyckes of Virgill, at the beginning yrof, to try quhither he be 'able to teache ane grammer-schoole or not.'—*Sept.* 4, 1594. 'It was ordainit 'be the presbyterie, that the haill schoolmrs w^t^in yair bounds sould be chargit to 'compeir befoir thame, that they myt not only knaw how yai wer abil to instruct 'the yow^t^, bot also charge them to keip the exercise, that yai myt be the better 'frequented with the heids of religioun.'—*June* 2, 1596.

Alexander Hume the grammarian appears to have been master of the grammar school of Dunbar in 1615. He was principal master of the High School of Edinburgh from 1596 to 1606, when he removed to Prestonpans. He left the latter place in 1615, and appears as schoolmaster of Dunbar, in witness to a deed, June 24, 1623, and to another in November 1627. He published a Latin Rudiments and Grammar, and revised the *Bellum Grammaticale*, a humorous tragi-comedy, in which the different Parts of Speech are arrayed on opposite sides, in a contest concerning the respective claims of the Noun and Verb to priority. He left behind him, in manuscript, a compendium of Buchanan's *History* (in Bibl. Jurid. Edin.) and a grammatical tract.[2]

The following extracts from 'School Regulations' adopted by the burgh in 1679, give a view of the discipline and usages then in force :—

'Whatever public damage ye schollars doe, either to glass windows (especially 'about the church or schoole), or by brakeing ye dasks, locks, or anything in 'the schoole, they are to mak up the same; and if the particular persone cannot 'be found out, then are they all to contribute for ye damage done, and if hee be 'afterwards knowen, then to receive double punishment.

'Whomsomever shall, through contempt, turne fugitives, it shall be lawfull for 'the masters to cause haile them to schoole, and punish them as he shall judge 'convenient.

'All those that refuse to submitt to discipline, but maliciously rebell against their masters, ye masters, with the greatest severitie, are to make them ane 'example to the rest; and if the stubborne parties be too strong, then to call for 'help from ye magistrate.

'If children may be wone by words or threatenings, it is expected that ye masters will make use of prudence in their actions, and to spare ye rod as long 'as it may consist with ye good of ye children; but if neither fair words nor 'threats will gaine them, then shall ye masters show, both by their words and 'countenance, ane aversatione to passione, and a dislyke to ye actione, with suitable 'expressions to that purpose, in which humor they may correct, so y^t^ they may 'be as angrie as they will, when they intend not to correct, but not to be pas-

[1] The greater part of this information is derived from Miller's *History of Dunbar.*
[2] *Life of Andrew Melville.*

Dunbar Burgh School.

'sionat when they correct, meer necessity (being for the weelfair of the children) 'compelling them to it; but not for every trifle to stupifie them with stroaks.

'That the masters assume nothing to themselves, that may render them 'obnoxious to ye clamour of ye vulgar, as they are to instruct and correct, 'according to our order and command; soe by ye same authority they are to give 'ye accustomed liberty to their scholars, that ye children be not used as slaves, 'but as freeborne. And that their labour may be sweetned unto them, upon 'every Tuesday and Thursday, the dayes being fair, they shall be suffered to play 'at the place appoynted for that end, from halfe three till foure afternoone; after 'which tyme they are to returne to schoole, where they are to remaine till sex; 'these dayes, being unfitt for recreatione, itt may be delayed untill the first fair 'seasone, with every Saturdays afternoone; together with the accustomed fes-'tival dayes, observeing the ancient rites of their oblations (to testify their 'thankfulnes) to their masters; att and after which tymes, the shollars may, 'with a kyndly homelines, mediat for the play by the mouth of their victor; as 'also at the entry of a new schollar (if earnestly intreated) they may have it for 'all night. The lyke may be granted to any of the masters, superiors, or for a 'complement to strangers, or when any necessare occasione requyre itt that 'thereby the masters shew their clemency to the schollars, and gain them by such 'demonstrations of their affectione towards them; but the masters shall nowise 'give them whole dayes play, without they be permitted or commanded by their 'superiors.'

Buildings.

There were two public seminaries in Dunbar,—a Grammar and English school conjoined, and a Mathematical one,—the masters of which were appointed by the magistrates. The old English and Grammar schools were situated immediately behind the Town-house; but, in 1824, new schools, with accommodation for 192 scholars, were erected in a more healthy and airy situation, close by the seaside. The seminaries are now merged into one establishment.

Bursaries.

There are four university bursaries connected with the school, the amount last year being about £54. These are under the charge of the Corporation of Dunbar and the Presbytery of Edinburgh.

Finance.

The income of the school is as follows:—

Salary paid by Town Council to rector,	£50	0	0
Do. do. to assistant mistress,	10	0	0
Parliamentary grants,	50	16	8
Fees,	118	14	0
Total,	£229	10	8

Out of which is payable £65 to assistant and sewing-mistress.

Teachers.

Mr. William Dick is present rector of the Burgh School.

Scholars.

	Roll.	*Attendance.*
The scholars were—Boys,	77	69
Girls,	65	55
	142	124

The school differs very little from any well-conducted burgh school under Government inspection. We subjoin the last report by H.M. Inspector:—

'The school continues to be actively conducted. The appearance in the sub-'jects of the individual examination is better than it was last year, though the 'failures in arithmetic are still above the average, amounting to 38 per cent. 'Classes in grammar and Latin were well grounded, and had made satisfactory 'progress for the time.'

Dunbar Burgh School.

No. of Children above 6 qualified by 200 attendances.	No. Presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
106	93	13	11	9	3	22	21	22	19	23	22	12	12

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
18	18	11	8	6	6	5	3	11	11	9	9	211

From this report it appears that the school is in a satisfactory condition. The weak point apparently is arithmetic. [S.]

Falkirk Grammar and Parochial School.

Visited February 22, 1867.

XXXV.—FALKIRK GRAMMAR AND PAROCHIAL SCHOOL.

History.

There is no burgh school, properly speaking, in Falkirk, but only a Parish School, consisting of two departments, with separate and independent masters. One of these departments is the Grammar School, for Classics, Mathematics, and French, the other is the Parish School for the ordinary elementary branches. These schools, we learn from the minutes of the heritors' meetings, existed from about the time when parish schools were established. There is a tradition that the Grammar School existed prior to the Reformation, but it rests on no sufficient evidence. In 1759, it was proposed that the schools should be disjoined. This was carried into effect in 1788,—the Latin schoolmaster, during the interval between 1759 and 1788, being head of the two schools, and the English master being merely his assistant. The heritors were dissatisfied with this arrangement, and in the year above mentioned, 1788, they formally separated the schools, and laid down definite laws for the regulation of the fees, and for the branches to be taught in each school. In the Grammar School, Latin and Greek were to be taught in the forenoon and afternoon, and Mathematics and Geography in the evening. The 'school wages' for teaching Latin and Greek were not to exceed 3s. 6d. a quarter. A guinea was to be charged for completing each scholar in Geography. In the English School, writing, arithmetic, and bookkeeping were also to be taught. The 'school wages' for teaching English were not to exceed 2s. a quarter, and for writing and arithmetic 1s. 6d. a quarter. 'For 'completing each scholar' in book-keeping a guinea was allowed. It was further ordained, that the public Candlemas presents given to the masters should be abolished, as prejudicial to the interest of the schools. The only salary paid at that time by the heritors was 100 merks to the English master; the Latin master having none. A few years later a salary of 400 merks was attached to the English master's office, and of 200 to the Latin master's. These salaries they collected for themselves.

Buildings.

In 1845 the present buildings were erected. The buildings are very fair. Both of the masters have good dwelling-houses attached. The part of the building devoted to the Grammar School is amply sufficient to accommodate the scholars in attendance, but the part devoted to the Parish School is quite inadequate. It has two rooms, one of them very good, and both of them very lofty in the ceiling, with accommodation for 179. Every day there are in attendance 250 children, and the master is obliged to dismiss one-half of his scholars while engaged in teaching the rest, and he has also to refuse many applicants for admission to the school. The smaller of his rooms is used partly as an ordinary class-room, and partly as an industrial school. The playground common to the two schools is miserably small. There are no covered sheds for wet weather, and the outhouses were in a very disgusting condition, and were quite insufficient for the purposes of decency and cleanliness.

Finance.

The fees in the Grammar School are—

	Per Qr.
For any single subject,	£0 7 6
„ Latin and Greek,	0 10 6
„ „ „ and French,	0 12 6
„ „ „ „ and mathematics,	0 15 0
„ „ „ „ „ and German,	0 17 6

and amount to £70.

The master has besides a salary of £30, and a free house; so that his total income amounts to £100.

The fees in the Parish School department amount to	£200 0 0
Parliamentary grants to	112 0 0
The master, besides a free house, has a salary of	50 0 0
	£362 0 0
Out of his fees he pays assistants	100 0 0
So that his whole income amounts to	£262 0 0

Falkirk Grammar and Parochial School.

Scholars.

The total number of scholars in both schools on the roll was 158 boys and 122 girls. The total attendance on the day of our visit was 260. The class of boys and girls attending both schools was such as we usually find in burgh and parish schools, children, namely, of professional men, shopkeepers, artisans, etc. All the children, without exception, are in the Parish School department, but only the older boys and girls, and, generally speaking, the children of the upper middle classes of the town attend the Grammar School. The usual age on coming to the Parish School is six, to the Grammar School ten.

Examinations.

The master of the Grammar School was appointed in 1860. He was educated at Glasgow University, and is a member of the General Council. His *Latin* classes were well taught. The highest Latin class consisted of only 8 boys, reading *Cæsar*. None of them had been learning Latin for more than two or three years. Even this, we were told, was a much longer period than was usually spent in learning classics. Very often a boy took a 'quarter at Latin' to finish his education. Almost without exception the boys are intended for commercial pursuits, and very few of them go to College. There were 8 boys in all learning Greek, but this is a mere experiment of the master's, and he had much difficulty in getting up the class. He charged no additional fee for *Greek*, but even with this inducement, the cost of the necessary books had almost proved fatal to his attempt. The boys were only in grammar, and it is not probable that they will get much further in the study of the Greek language. In *French* we examined the classes *viva voce*, and a selected number had a paper set them with some elementary questions in history, grammar, and two easy passages for translation. These French papers were very bad. The average age was almost fourteen. The highest number of marks got was 55, the lowest 2; the average, $18\frac{4}{5}$; the total attainable being 200. The only paper that was tolerably good contained very little French, but the historical questions were very well answered. The grammatical questions were all very inaccurately answered, and the translations from French into English were unusually bad. No one even attempted to translate from English into French.

One of the pupils had been two years at *French*, eight had been about a year, one about half a year. They had not been accustomed to do work on paper. In *viva voce* the translation was rather better, but inaccurate, and the knowledge of grammar displayed was very small.

The other department of the school is under Government inspection. We subjoin the Inspector's last report.

'The school made an excellent appearance, and is one of the very best in my district. The children were entered unusually high on the examination schedule, and very few failures appeared. Mr. Liddle's eminently able and successful teaching has attracted a large attendance of scholars.

'There is now much need of a new class-room, and of new desks, more conveniently arranged. The Falkirk community that showed so much liberality in the erection of the parish school buildings upwards of twenty years ago, will, I hope, view in the same spirit the suggestion I now make.'

No. of Children above 6 qualified by 200 attendances.	No. Presented for Examination.	Standard I.				Standard II.				Standard III.			
		Presented.	Passed.			Presented.	Passed.			Presented.	Passed.		
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.
220	178	11	11	10	6	33	33	33	31	36	36	35	36

Falkirk Grammar and Parochial School.

Standard IV.				Standard V.				Standard VI.				Total No. of Passes in Reading, Writing, and Arithmetic.
Presented.	Passed.			Presented.	Passed.			Presented.	Passed.			
	Reading.	Writing.	Arithmetic.		Reading.	Reading.	Arithmetic.		Reading.	Writing.	Arithmetic.	
27	27	27	27	35	35	35	35	36	36	36	36	525

[H.]

XXXVI.—AIRDRIE ACADEMY.

Airdrie Academy.

Visited February 25, 1867.

History and Management.

AIRDRIE is a Parliamentary burgh of 1833. Its population at last census was 12,922. Previously to 1850, its chief school was the 'Old Town,' or 'Quarry' School, which was built by private subscription. The management of this school was vested in the Town Council and a committee of one of the kirk-sessions. The Town Council, however, took little interest in it, and as the building was old, the kirk-session took it upon themselves to sell the schoolroom, intending to build another and a better in its place. The town was thus left, for a time at least, without any public school except that in connexion with the Free Church.

At this juncture, and before the kirk-session's intention of rebuilding the old school had been carried into effect, Mr. Alexander, of Airdrie, being home on a visit from America, offered to erect a proper school at his own expense for the burgh. He did so at a cost of £2000, and in addition to the site, school-buildings, and a dwelling-house for the master, he further contributed £80 a year for ten years as salaries for the teachers.

The Academy, which, from its founder, is known as 'Alexander's Academy,' was built in 1850. Five years afterwards, Mr. Alexander handed over the management of the school to the Town Council, on condition that they should keep it in a proper state of repair. For a number of years they did so, but from some cause or other they seem to have become dissatisfied with their bargain, and came to the conclusion that it was unfair to other schools that they should devote any part of the burgh funds to the Academy, in preference to them, and ceased in consequence to do anything for the school, or to have any connexion with it, about 1860. For the next four years it was left very much to shift for itself. To prevent it going to ruin, Mr. Alexander, in his absence, appointed his factor to manage it. This gentleman (Mr. Deedes) is a solicitor in London. He appoints the rector; but beyond this, and providing for necessary repairs, he can only take a general interest in the school. The person in the locality who seems to take the chief interest is the minister of the parish, and as the school is under Government inspection, it receives a due share of supervision.

From this sketch it will be seen that Airdrie can scarcely be said to have a public school at all, and it is unfortunate that of the schools that do exist in Airdrie, there is not one (if we except the adventure schools) that is free from sectarianism. Besides the Academy, which the Town Clerk states to be in connexion with the Established Church, there is a Free Church School, an Episcopalian School, and a Charity or Ragged School. Of these, the Academy seems more than any of the others to belong to the class of schools to which our inquiries were directed.

Buildings.

The site of the school is excellent. The buildings themselves are tolerably good. There are five class-rooms, capable of accommodating 297 scholars. Two of the rooms, however, are small and inconvenient. In the others there is accommodation for 260. There is a small playground attached to the school, and there are covered sheds for wet weather. Just outside the school there is a public park, to which the scholars have access, and in which they can play cricket, football, etc. The school, therefore, in this respect, is well provided. There is a dwelling-house for the rector, with a garden. The house is large enough, but it is in a bad state of repair. The rector occupies only two rooms in it. In one of those that were not in use, there were serious cracks and rents in the wall, and we found, on inquiry, that the house had been built immediately over a coal pit, and that occasional sinkings of the ground were the cause of the fractures.

Finance.

Under the head of finance we may notice first the Forrest Bursaries. They are not necessarily applicable to the Academy, but a large number of the bursars (thirty at the time of our visit) have always received their education there.

The Forrest Bursaries are of two classes—1. School bursaries; 2. College bursaries.

1. School bursaries.—A sum of money invested in houses, etc., was 'mortified' by Mr. Forrest of Meadowbank in 1861. At that date the annual value of the mortification was £150, and it has since increased. This sum is applied in educating poor children whose parents are not receiving parish relief, £100 being

Airdrie Academy.

devoted to the burgh of Airdrie, and £50 to the *quoad sacra* parish of Clarkston. The trustees are the Sheriff and the Provost of Airdrie, and three ministers of the Established Church. The appointments are made every year, but bursars once on the foundation are allowed to enjoy it as long as they continue at school. Vacancies occurring during the year are filled up by one of the trustees (at present by the minister of Airdrie). The children may be sent to any school within the burgh of Airdrie and the *quoad sacra* parish of Clarkston. £1 a year is appropriated to each bursar. If the amount of school fees and cost of books supplied fall short of this sum, the balance is expended in clothing, or is paid over to the guardian of the child. In no case is the master allowed to charge more than £1 for all the school expenses of a bursar.

2. College bursaries.—These are five in number, of the annual value of £22 each, and are tenable for five sessions at college. The trustees are the same as in the case of the school bursaries. The appointments are made without any competitive examination. Two of the bursaries, in terms of Mr. Forrest's will, are held by the son of the parish minister of New Monkland. He is to enjoy this sum till he is twenty-three years of age. The three other bursaries are held by young men at college. The bursars must belong to the parish of New Monkland, Slamannan, or Shotts. Airdrie is in the first of these parishes.

There are also 'town bursaries,' twelve in number, of the annual value of 15s. each. When the old school was sold, the money got by the sale lay for some time in the hands of the Kirk-session, who had been joint-managers of the school with the Town Council. The latter demanded as their share £300, but an action raised in the Court of Session to recover the sum was compromised, the Kirk-session paying all expenses of the action, and £200 to the Town Council. It was arranged that the interest of this sum should be spent on educational purposes. For a few years it was given to the Academy to purchase prizes, but for the last three years it has been appropriated to bursaries. The patrons are the Town Council, each member of which has the right to elect one bursar, who may attend any school in the burgh.

Fees.

The scale of fees is as follows :—

Reading, ...	£0	3	0	a quarter.
Reading, writing, and arithmetic, . .	0	4	0	,,
These with grammar and geography, 5s. or	0	6	0	,,
With any other branch in addition to all the above,	0	7	6	,,

Grants.

The Parliamentary grants last year amounted to £96, 10s., and the trustee expended in repairs, etc., £45.

Cost.

As the whole number of pupils is in round numbers 300, the cost of education to the State is about 6s. 6d., to the trustee 3s., and to the parent from 12s. to 30s. a year.

Masters.

Previously to 1864 there were separate and independent masters of each department. In that year a rector was appointed, who chooses his assistants, and is responsible for the whole arrangements and results of the school. His own appointment is precarious, being made from year to year. The rector feels this to be a disadvantage. The present rector was appointed in 1865. He has a certificate, and has passed two preliminary examinations at London University for the degree of B.A.

Besides the rector, the staff of masters consists of two certificated male teachers, one certificated female teacher, and four pupil teachers.

Income.

The rector, besides his house, has an income from fees, and Government grant, of £200 a year. He has no salary from Mr. Alexander. His assistants have each from £50 to £60 a year.

Pupils.

The pupils represent the ordinary classes of a mining town and neighbourhood, —shopkeepers, foremen, superior labourers, and a sprinkling of professional men. They were well behaved, nice-looking children. On the day of our visit there were on the roll 197 boys and 145 girls, and in attendance 179 boys and 135 girls. Their ages were from six to sixteen. They were all learning the ordinary branches in three departments or divisions. There were also classes for French, Latin, and mathematics. These subjects were taught before and after the regular school hours, or during the interval allowed for play to the rest of the school. There

were 28 boys and 5 girls in Latin. Ten boys and 5 girls in French. There was also a Greek class with 3 boys, but 2 of them were pupil teachers. Very few boys proceed to any university,—one or two a year. Airdrie Academy.

In Latin the translation and parsing of the Cæsar class (in their second year) was good and accurate enough. The Greek was very elementary. French was carefully taught both by the rector and one of his assistants. We subjoin an extract from Mr. Gordon's Report of 1865. 'This seminary,' he says, 'so exceedingly well conducted for years past, has lost nothing by the recent change in the office of first master. The revised code schedule shows good results of the standard examination. Twenty of the best scholars were not examined under any standard, having already passed the sixth; but they helped to show the excellent state of the school in other respects. The first class is quite equal to the parsing of Milton's verse, and to any extent of arithmetic as in the common school-book, showing at the same time acquaintance with the principles of the rules. The same laborious and successful teaching is seen in Latin, French, freehand and map drawing.' Examinations.

On the whole the school is an efficient one of its kind, and is quite the one wanted in the locality. It cannot be said, however, that Airdrie possesses a burgh school for higher education. If it did, it would probably not appreciate it very much. The higher and middle classes form a scarcely perceptible element in the population of a mining town like Airdrie, and Glasgow is near enough to be available for a classical course, if they wish it for their children. The others naturally desire for their children an education in the ordinary and immediately useful branches. Latin, French, and mathematics can only subsist in such a town as subsidiaries, and it is due to the energy and enthusiasm of the present rector and his assistants that they were so much cultivated as we found them to be. Result.

[H.]

XXXVII.—PAISLEY GRAMMAR SCHOOL AND ACADEMY.

Paisley Grammar School and Academy.

Visited February 26, 1867.

History.

In 1576 James VI. granted a charter to the Magistrates and Town Council of Paisley for the erection and endowment of a grammar school. The charter is dated 'at Holierude House,' 3d January 1576, and sets forth that the King, with the consent of James Earl of Morton, Lord Dalkeith, Regent, and the Lords of the Privy Council, grants and conveys to the bailies and councillors and community of Paisley and their successors, 'all and whole the altarages of the chapels, the lands 'and manse after mentioned, farms, annual rents, profits and duties of the same, 'pittances, obit silver and common duties under specified, lying in the burgh, 'parish, and liberty of Paisley, viz., the altarage of St. Mirren and Columba, the 'altarage of St. Ninian, the altarage of the Virgin Mary, the altarage of St. 'Nicholas, altarages of St. Peter, St. Catharine, and St. Anne, the chapel of St. 'Rock, and the seven roods of land or thereby of the said chapel belonging to the 'same, together with the other pittances of obit silver or common, which formerly 'the monks of Paisley were in use to levy and receive, with power to the baillies, 'council, and community, and their successors and their collectors, to receive the 'lotpits, conveyed in the same way as any prebendiarys or chaplains could for-'merly, for the repair and support of a grammar school, and support of a master or 'preceptor, for the instruction and erudition of youth of the burgh and neighbour-'hood.' In 1586, the school was built in School Wynd, upon the site of the manse of the chaplain of St. Ninian's altar. In 1705, the Town Council minutes bear the following entry :—

'School Theatricals.

'Paisley, 17 *Aug.* 1705.—The sd. day they have, by plurality of votes, 'allowed to Mr. George Glen, master of the Grammar School, and Mr. James 'Alexr. Doctor, twenty punds Scots, towards the defraying of the expenss of 'their acting of *Bellum Grammaticale*; and also for their furder encouragement, 'promise to erect ane theater on yr own expenss.'

In 1756, the school was removed further up the Wynd, to a building which is now occupied by a candle-work. About or soon after 1782, the Town Council, considering that the Grammar School was inadequate for the educational wants of the burgh, erected as distinct institutions two additional schools—the town's English and the town's Commercial Schools. From that date until 1863, these three schools continued as separate institutions. In that year and 1864, the present building was erected at the expense of the burgh, aided by subscriptions, and the three schools became amalgamated into one, under the name of the Paisley Grammar School and Academy. Two of the rooms are appropriated to the Grammar School or Classical department, and three to the English and Industrial departments. The old Grammar School in an adjoining building has been converted into the class-room of the Commercial department, but the dwelling-house above was and still is occupied by the rector of the Grammar School. The school is under the management of the Provost, Magistrates, and Town Council, and a committee of subscribers to the erection of the new buildings. The Town Council, we are informed, have not absolutely adopted the Commercial and English departments, as there is still some debt upon the school. The managers exercise all the functions usually exercised by managers of a school of this nature.

Constitution and Management.

Buildings.

The buildings are good, and the six class-rooms contain accommodation for 580 scholars. The only drawback is the want of playground. There is a very small one, extending over about a sixth of an acre, round the building, not nearly large enough for the scholars. There is, however, some chance of an adjoining piece of ground being shortly appropriated to the school for this purpose.

Finance.

There are no endowments, and no bursaries connected with this school. There is, however, a large bequest for educational purposes, left by a Mr. Duncan Wright to the burgh. By the terms of the deed, the trustees of the bequest are instructed to divide the annual proceeds of the trust into two main parts—(1.) for the purpose of providing bursaries not exceeding £10 per annum for five years to boys between the ages of ten and fourteen years of age, born in Paisley, and sons of parents who have resided at least five years in the burgh; (2.) to provide bursaries of £25 per annum for men between fourteen and twenty-one years of age, born in and belonging to Paisley, to enable them to prosecute their studies at any one of

the Scottish Universities. Ample powers are given to the trustees as to the number of boys and young men to be appointed, and the manner in which they shall be educated, and 'in every other thing connected with their training and 'management.' They might, therefore, if so inclined, send any or some of the bursars to the Grammar School. Such, however, has not been the custom. Of the six bursars at present, four, we were informed, are at Nelson's[1] Institution, one is at St. George's Free Church Sessional School, and one is at Causewayside Established Church Sessional School. Paisley Grammar School and Academy.

As to the finance of the school:—In the year 1576-7, by charter of King James, as before mentioned, seven roods of land, with the revenues and endowments of the altars and chaplaincies of the Chapel of St. Rock were bestowed upon the Magistrates and the community of Paisley for the erection of a Grammar School. Through lapse of time, the revenue from these lands has got confounded with the burgh property, and the endowments have been in a great measure lost sight of for educational purposes. As it is, the rector of the Grammar School has a salary of £16, 18s. 4d., and a house valued at £20; the commercial teacher has £8, 6s. 8d. all from the Town Council, and the English teacher has £8, 6s. 8d. from a source of revenue under the control of the school directors.

The fees amount to—in the Classical Department, £170, 18s., out of which £57 goes to the assistant; in the Commercial Department, £220; in the English Department, £222, 10s. 6d., from which £40 is paid to the female assistant, and £25 to the late teacher.

In the *Classical* Department the fees are rather higher than usual:—

Classics,	£0	10	6	Per Qr.
Modern Languages,	0	10	6	
In the *Commercial* Department—				
Writing or Arithmetic,	£0	5	0	
Writing and Arithmetic,	0	7	6	
Mathematics,	0	7	6	
Bookkeeping,	0	7	6	

In these *two Departments*, the fees are paid according to the subjects. In the English Department they are paid in one sum for all the branches taught, at the following rates:—

First class,	£1	0	0	per an.
Second class,	1	10	0	„
Third class,	1	16	0	„

In the *Industrial* Department, the fees are, for plain and fancy needlework, 8s. per annum.

The cost of educating a boy at this school may be,—

Junior English,	£1	0	0	per an.
Writing and arithmetic,	1	10	0	„
	£2	10	0	„
Senior English,	£1	16	0	„
Classics or Modern Languages,	2	2	0	„
Writing and Arithmetic, } Mathematics or Bookkeeping, }	1	10	0	„
	£5	8	0	„

The staff of teachers consists of a rector, with an assistant, an English master, with a female assistant, and a commercial master. The rector, Dr. Brunton, has the degree of LL.D. from Glasgow University. He has held this office since 1842. Teachers.

The English teacher was appointed in 1865; he was educated at the Free Church Normal Seminary in Glasgow, and was teacher there for some time; he has also passed his two first examinations for the Arts degree from the London University. He belongs to the Free Church. In the meantime he has no legal claim against the Town Council as a burgh school teacher, in respect that they

1 The Nelson Institution was founded about fourteen years ago, on an endowment for the education of poor boys. All classes of the community, however, avail themselves of it. There is accommodation in it for 600 scholars. The school is under Government inspection.

Paisley Grammar School and Academy.

have not absolutely adopted the English department. He does not, therefore, subscribe to the Burgh School Widows' Fund, and his tenure is not necessarily *ad vitam aut culpam*. There is one female assistant to this department, who takes the elementary pupils, and acts as industrial teacher. Her appointment and dismissal lie with the English teacher. There is also connected with this department a retired English teacher, who has an allowance, which comes out of what should be the present English teacher's salary.

The teacher of the Commercial Department was appointed in 1864, is M.A. of Trinity College, Dublin, and was, previous to his appointment here, teacher in Dr. Dawson Turner's School, Liverpool. He belongs to the Established Church. There are no assistants. He is 'preceptor of the Grammar School,' and as such considers that his office is *ad vitam aut culpam*, and is a subscriber to the Widows' Fund.

Scholars.

The total number of scholars are—

On Roll.		*In Attendance.*	
Boys,	159	Boys,	149
Girls,	112	Girls,	99
	271		248

The parents are generally of the wealthier class—manufacturers, merchants, bankers, etc.

Examinations.

Classical and Modern Language Department.—In this department there are—

	On the Roll.
Boys,	55
Girls,	20
	75

all of whom were returned as in attendance when the circular was filled up.

These are divided into five Latin, two Greek, and three French classes.

In the highest *Latin* class we found 2 boys present, who were reading Plautus.

In the fourth Latin class, we found 7 boys in their fourth session, reading Sallust; and in the third class, 11 boys reading Ovid. The boys in both of these classes were from thirteen to fourteen years of age. They were well and carefully taught, but did not seem very much interested in their work. Very few of them intended to go to College, and the numbers who now do so are decreasing from year to year. On an average one or two go annually to Glasgow. This is attributable to two causes: in the first place, to the greater attractions presented by openings in business and mercantile life, on which most of them enter immediately after leaving school; and, in the second place, to the fact that the boys in the school belong to the upper middle classes. The class of boys who do go to College from Paisley, we were informed, belong mostly to the lower middle ranks; and since the opening of Nelson's Institution, they have gone to it in preference to the Academy. The fees are lower, and there are various bursaries appropriated to them at the University.

Only 1 boy was so far advanced in *Greek* as to be reading Homer. Three less advanced were in Grammar and Delectus.

In the junior *French* there were 6 boys and 9 girls; in the second, 5 boys and 6 girls. We were present while this class was taught. There were 4 boys and 3 girls present. They appeared to be taught sensibly, and on a good principle, and were made to understand what they did. Six of the highest class did an elementary paper with the following results.

No.	*Age.*	*Marks.*	*Maximum* 200.
1	14	111	Average 69.
2	14	65	
3	14	84	
4	13	45	
5	15	40	
6	15	71	

The papers were, on the whole, fairly done, and gave indication of sound grammatical grounding. Paisley Grammar School and Academy.

English Department.—In this department there were,—

On Roll.	*In Attendance.*
Boys, 135	Boys, 124
Girls, 96	Girls, 84
231	208

They were divided into five classes, one being initiatory, under the assistant, and containing 65 upon the roll, of whom 45 were under eight years of age. The children remain in this department until they are able to read the 'Tenpenny book.' The other five classes were taught by the master.

The second highest English class was first examined. Present, 20 boys and 18 girls, ages eleven to fifteen.

The teacher first examined them in English history. The questions were asked sensibly and clearly, and the answers were well given, and without much appearance of cramming. The system pursued is of this kind :—Collier's *History* is used as a text-book ; and the scholars read three or four pages as a reading lesson one day, and are examined upon these next day, and along with it they learn the main events in the period about which they are reading, by means of an *Analysis of History*, published by the London National Society, at the modest price of 1s. 4d. per dozen. By this means the teacher thinks that they get the principal events impressed upon their memories. The system works in this manner :—The lesson of the day was the chapter in Collier's *History* on the reign of Henry V., p. 123, corresponding with this period there are four main events mentioned in the summary, viz.:—

Henry V. From A.D. 1413—A.D. 1422.

A.D. 1413. Persecution of Lollards.
„ 1415. Invasion of France. Battle of Agincourt.
„ 1420. Henry marries Catherine, daughter of Charles VI. of France, and is acknowledged heir to the French throne.
„ 1422. Death of Henry V. at Vincennes.

These four events, given by themselves, and learned by heart, are, of course useless and forgotten as soon as learned, but got up in connexion with the larger History, they may be impressed upon the memory.

He afterwards examined the class in geography, and appeared to teach it well. The answers were given with considerable animation and interest. The class kept their atlases open before them, and so were able to understand the use of maps.

After the teacher had thus examined them, every fourth scholar was selected to write from dictation, while the remainder read, parsed, and answered some questions. The reading was good upon the whole, but unequal, the accent strong in most cases, the parsing and questions not above fair. In the dictation ten papers were given in. The piece was a simple bit of prose from Collier's *History*.

Mistakes.	*Scholars.*	*Writing.*	*Scholars.*
0	4		
1	2	Good, . .	3
3	1		
4	1	Fair, . .	5
5	1		
Failure,	1	Indifferent, .	2
	10		10

In the highest class 12 did a paper in grammar, history, and geography. These papers were not well done. The average age was fourteen, the highest marks got were 53 out of 150, and the average was only 30. The reason of this was that the teacher had been only a very short time there, and this class did not appear to have learned much before he came. He considered that his junior classes were superior to his senior. He certainly is a good teacher, and under

Paisley Grammar School and Academy.

him the numbers in this department have greatly increased. In 1865 the numbers were 115, at present they are 231.

Commercial Department.—In this department there were—

On Roll.	*In Attendance.*
Boys, 114	Boys, 105
Girls, 80	Girls, 71
194	176

There are six classes, four of which are subdivided into two divisions in arithmetic, all of whom (with one or two exceptions) are taught writing also. There is also a private class of 9 girls, a bookkeeping class of 10 boys and 1 girl, and a mathematical class of 9 boys.

In the *Mathematical Department* a paper was set in *Euclid* (Book I.) to 7 boys in their first or second session. The time allowed was an hour. One of the boys sent in a blank paper; of the others the best gained 80 marks, the next 70, and the worst 10. The two best papers were well enough done in style, but more of the propositions set should have been answered in the time.

No.	*Age.*	*Session.*	*No. of Classes attended.*	*Marks.*	*Max.* 200.
1	...	1	3	12	Average 39
2	...	...	...	10	
3	15	2	4	25	
4	...	1	5	80	
5	15	2	5	35	
6	15	2	5	70	

In *arithmetic* one of the divisions of the fourth class, and part of the fifth, did sums in fractions and proportion on the board, but did not make very much of them; there was a want of life and animation in both teacher and scholars. Fifteen in the highest class did a paper. The maximum was 200, the highest marks gained was 75, and the average was 44. But the time was short, and on the whole the papers were not badly done. There was no failure; even the worst, who got 20 marks only, seemed to know how the sums should have been done, but was inaccurate. The average age was not quite fourteen.

In the *writing* class the scholars are taught to use their rulers, and they are also taught to write invoices and commercial letters. Girls are still taught sharp-pointed writing; the reason given is 'that parents insist upon it, as they think 'it fashionable.' The discipline and organization in this department were good.

Remarks.

This school appears to be doing satisfactory work in most of the branches. Euclid and Arithmetic are the weak points. [S.]

XXXVIII.—GREENOCK ACADEMY.

Greenock Academy.

Visited February 28 and March 1, 1867.

History.

A Grammar School has existed in Greenock since the year 1741, and a Mathematical School either from the same date or a little later. Combined with the latter there seems to have existed also an English School, for the master, in the Town Council records (from 1747), is styled sometimes Mathematical Master, and sometimes Master of the English School. Prior to 1741 there was only a Parish School for the 'two towns' of Greenock and Crawfordsdyke, and we have records of its existence as early as 1683. In that year John Richmond was master of the school, and was one of the 'disorderly schoolmasters' who refused to sign the test then required of all teachers of youth. Thomas Watt, grandfather of James Watt, was another 'disorderly schoolmaster' in Crawfordsdyke. He, however, was teacher of a private school.

In 1697 the session and heritors of Greenock and Crawfordsdyke decided that one school was quite sufficient for the combined parish, and solemnly forbade all private schools as prejudicial to it. Such enactments, however, are not peculiar to Greenock. In Chalmers's *Life of Ruddiman*, we find the following statement regarding Edinburgh :—'In 1660 vulgar schoolmasters were discharged from teaching Latin. There was a similar prohibition in May 1661. In August 1668 there passed an act prohibiting any person from teaching Latin, except the masters of the High School. In March 1679 there was issued a proclamation prohibiting single persons from teaching private or public schools within the city or suburbs of Edinburgh. These prohibitions were repeated in 1693, when the doors of private schools were ordered to be closed, and again in June 1694.' The salary of the schoolmaster in 1697 amounted to £80 Scots. He had other 'casualties belonging to him as beadle and clerk of the session.'

It is from the year 1741, however, that Greenock really dates, both as a rising town, and in connexion with its Grammar School. In that year the town first began to be managed by trustees or magistrates and councillors, mainly elected by the burgesses, in whose favour the superior of the burgh had divested himself of the greater part of his privileges, on the condition that the town relieved him, among other things, of a part of the maintenance and support of a public school. The population of the town at that time, including Crawfordsdyke, was 4100. The patrons of the school were the superiors of the parish or barony, the Kirk-session, and the Town Council, and each of these contributed their proportions to the schoolmaster's salary, which amounted in all to £20.

In 1750 the master of the Grammar School was Robert Arrol, and of the Mathematical School, James Mann. Both of these were teachers of James Watt, and the former, who was rector of the Grammar School, was a man of some note in his day as a scholar, and especially as the author of a translation of *Cornelius Nepos*. He took part in the controversy that then created some interest, 'as to the best way of teaching the Latin tongue,' and seems to have belonged to the side that admired the use of grammars and rudiments 'in an English dress,' as opposed to the admirers of Ruddiman's and Lily's Grammars, which were wholly in Latin.

In 1776 the rector of the Grammar School was John Wilson, author of a poem, now forgotten, entitled 'Clyde.' Before admitting Mr. Wilson to the rectorship of the school, the Magistrates and minister of Greenock stipulated that he should abandon 'the profane and unprofitable art of poem-making.' There is something pathetic about the case of this man. In fulfilment of his promise he renounced for ever his favourite pursuits, and destroyed all his unfinished manuscripts; not it would seem without certain pangs or emotions of regret, for in 1779 we find him writing to his son, a youth at college,—'I once thought to live by the breath of fame; but how miserably was I disappointed, when, instead of having my performance applauded in crowded theatres, and caressed by the great—for what will not a poetaster in his intoxicating delirium of possession dream?—I was condemned to bawl myself to hoarseness to wayward brats, to cultivate sand, and wash Ethiopians, for all the dreary days of an obscure life, the contempt of shopkeepers and brutish skippers!'

From 1774 the Grammar School and the Mathematical School were entirely under the control of the Magistrates and Town Council. A new building seems to have been erected or rented for their use in 1806, and from that time till the erection of the present Academy, the salaries and payments made by the Town

Greenock Academy.

Council, were from £80 to £145 per annum. Thus in 1818 they were as follows :—

Teacher of Mathematics,	£30 0 0
Teacher of Classics,	25 0 0
School Rent,	25 0 0

In 1847 they were as follows :—

Masters,	£60 0 0
Rent,	75 0 0

More recently still they are thus stated :—

Mathematical Master,	£30 0 0
Grammar School,	30 0 0
Rent,	50 0 0
Prizes,	35 0 0

and at this sum of £145 in all they still continue.

In 1851 the present Academy was erected by subscription. The Grammar and Mathematical Schools were at that time quite inadequate for the wants of the population, which had increased from 4000 in the year 1741 to about 40,000 in 1847. From the reports then issued by the Town Council, it would appear that the number of children at all the schools in Greenock, under fifteen years of age, was about 3000; of these, 13 boys were learning Mathematics in the Burgh School, and 3 elsewhere; 50 boys were learning Latin in the Burgh School, and 42 elsewhere, showing a considerable decrease in the numbers learning the higher branches, inasmuch as twenty years before the date of these reports there were 94 pupils in the Grammar School, and about 50 boys attending the classical schools in the town.

Management.

The present building was completed in 1857. It is styled the Academy, and is under the patronage of a board of directors, consisting of the Provost and five members of the Town Council, the Sheriff-Substitute of the Lower Ward of Renfrewshire, and five persons chosen annually by the subscribers.

Buildings.

The buildings are in every way excellent. The class-rooms are capable of accommodating 1086. There is a playground attached to the school, part of which belongs to the Volunteers, but is open to the scholars. It is large enough for games of football and cricket. Everything connected with the furniture and repairs is done well and liberally by the directors.

Finance.

The salaries paid by the Town Council amount to £145, of which the rector gets £30, and the rest is distributed among the other teachers.

The fees rise from £2, 2s. a year for the junior branches to £12 in the last year of the course. This is independent of extra classes, fencing, dancing, music, etc. We subjoin the table of fees :—

Latin,	£0 15 0	a quarter.
Greek,	0 15 0	
Modern languages, each	0 15 0	,,
Arithmetic,	0 10 6	,,
Bookkeeping,	0 10 6	,,
Mathematics,	0 15 0	,,
English (all branches),	0 15 0	,,
Writing,	0 10 6	,,
Drawing,	0 10 6	,,

The total amount derived from fees for last year was £2266. From these two sources, salaries and fees, the incomes of the masters are as follows :—

The rector,	£300	0	0	The writing master,	£220	0	0
His assistant,	65	0	0	The drawing master,	80	0	0
The classical master,	230	0	0	The sewing mistress,	30	0	0
His assistant,	75	0	0	Other teachers, dependent entirely on fees,	290	0	0
The English master,	230	0	0				
His 1st assistant,	70	0	0	Janitor (salary and cleaning),	85	0	0
His 2d do.,	60	0	0				
Teacher of modern languages,	150	0	0				

The rest of the money is spent on repairs, feu-duty, prizes, and other necessary expenses. The cost of education, both private (*i.e.*, to the parents or guardians)

and public, (*i.e.*, to the directors), may be estimated in a rough way from a similar consideration of endowments and fees. In the whole school we found on the roll 334 boys and girls. If we divide the whole income from fees by these numbers, we find the average private cost to be about £6, 15s. 6d.; and in the same way, if we divide the £145 of endowment amongst the numbers on the roll, each pupil costs in addition about 9s. Greenock Academy.

There are two bursaries connected with the school:—

1. The Macfie Bursary, which is competed for annually, and is open to boys from any school. Five bursars receive the benefit of this endowment. The boys must not be under ten nor above fourteen. They are chosen by the directors after a competitive examination.

2. The Fairrie Bursary.—One boy is appointed each year by Mr. Fairrie's trustees, without competition.

The regular masters of the school are six in number, a rector, and separate masters of classics, English, modern languages, writing, and drawing. The rector is head of the mathematical department. He is rector, however, in name only, each of his colleagues being quite independent, and with absolute authority in his own department. Besides the regular staff there are several assistants, and teachers of singing, music, dancing, fencing, and sewing. The masters have nearly all been educated at one or other of the Universities. The rector has a degree of LL.D. from Glasgow. The classical master and the English master were trained in Edinburgh, and before coming to Greenock, respectively they were assistants of the rector of the High School and the late Professor Pillans. The master of modern languages was educated at Halle and Berlin, and the drawing-master at the School of Art. They represent a considerable variety of churches, —Established, Free, Episcopalian. They are appointed by the directors, and may be dismissed, according to the terms of their agreement, on three months' notice. None of the masters have houses or any arrangement for a retiring allowance. Teachers.

The assistants are recommended by the heads of the departments in which they are required, but they are paid and must be approved of by the directors, without whose consent also they cannot be removed. In other respects they are under the control and direction of the different head-masters, each in his own department.

From the scale of fees, the scholars belong to the upper and middle classes of the town. The numbers on the roll are 204 boys and 130 girls; and in attendance 185 boys and 125 girls. The boys and girls have separate parts of the playground, and in order to induce the more advanced girls of the higher classes to continue at the school, they have a special class-room entirely devoted to themselves; without this inducement they would be attracted to private schools in the town. In the junior portion of the school, the boys and girls are taught in the same rooms, but in separate divisions; at the end of the year they compete for prizes open to all, and here, as elsewhere, it is due to the girls to say that they manifest at least an equality with the boys in all the subjects in which they compete with them. Scholars.

The average age on coming to the school is from six to nine, and on leaving, fourteen. About seven years are occupied by an ordinary course. During that time most of the pupils learn Latin for two or three years. After the third year the attendance at Latin falls off about 75 per cent. Most of the boys are intended for a mercantile profession, only 3 or 4 annually go to college.

The school is divided into a classical and a modern side. In the one, Latin is the basis of the course; in the other, mathematics and modern languages. It is enough to say that these courses are intended to occupy each seven or eight years. Although prescribed they are not made compulsory, pupils being allowed to select any classes that they please; but as a rule one or other of them is usually followed by the scholars. Organization.

In the *Rector's Department* there were 148 boys and 95 girls. The branches they were learning were arithmetic, bookkeeping, and mathematics. The examination by the rector in arithmetic, and more especially in bookkeeping, was extremely interesting. In mathematics, geometry, and algebra a paper was set, and was done only with a moderate measure of success. In the *viva voce* Examinations.

Greenock Academy.

examination, however, the boys did much better, and it is proper to mention that they had not been accustomed to written examinations.

In the *Classical Department* there were 86 boys on the roll, and 82 in attendance. All of these, with one exception, were learning Latin; 20 were learning Greek. It would thus appear that the number of boys in what we may call the Grammar School of Greenock has considerably increased since the Town Council's report in 1847, when it was 50, but that it is not so large now as in 1823, when there were 94 pupils. In Greek, the highest class were reading Herodotus. The class consisted of four, and the teaching was accurate and good. In Latin, the highest class, the same boys were reading Virgil and Horace; and the next highest, consisting of 12 boys, were reading Livy. There did not seem to be a great deal of interest, on the boys' part, in their classical studies, and the master complained that he had great difficulty in enforcing a satisfactory preparation of lessons at home. He was obliged to rely mainly on what he taught them during the school hours. He regularly exercised his senior boys in Latin composition, and found it necessary to do this under his own immediate supervision in the class, rather than at home, where the exercises prescribed would probably be neglected or carelessly done, and perhaps done with undue assistance.

English Department.—In this department there are—

On Roll.	*In Attendance.*
Boys, 200	Boys, 184
Girls, 122	Girls, 105
322	289

These are of all ages, 47 being under eight years of age, and 7 above sixteen. They are divided into nine classes, the largest being the first, in which there are 58, and the smallest 12. For these 322 scholars there is one head master, and two assistants, and the classical assistant teaches for two hours in addition to his classical work.

The work is much the same as in most English departments. More attention seems to be given to history than one usually finds, and the scholars are made to write essays and exercises at home, with a regularity and system not always to be found in English departments. They are also given a useful exercise of this kind: the teacher reads out a poem for them to take down from dictation, and they are made to learn it by heart for next day's lesson.

In the junior portion of the department, we saw the fourth and fifth classes taught by the two assistants. The reading, spelling, and general work seemed very fair.

In the senior division there were present 5 girls and 6 boys, ages from thirteen to sixteen. They were engaged in their daily history lesson from Collier. The teacher explained that geography and history had not been much taught before he came to the school in 1866, as botany had been taught instead. He prepared us for a poor appearance, but we found both the teaching and answers very much above the average, indeed very good. There seemed to be no routine work, or worry about dates and minute points of little interest. The questions were sensible both on general matters and special points; there were occasional digressions from the text suggested by the lesson, and the scholars were made to use their minds, and think as well as remember. Twelve boys and eleven girls did a paper on grammar, literature, history, and geography. Some of these papers were remarkably good, one done by a boy fourteen and a half, and two by girls of fifteen and sixteen respectively, in particular. The boy got 140 out of 200, and the girls 110 and 106. The average gained by the boys was 50, the average age fourteen and a half. The average gained by the girls, deducting the papers of two who copied from a third, was 67, the average age fifteen and a half. The historical questions were best, indeed they were more accurately and more sensibly done than any papers we have yet had. Most of these scholars wrote an account of the *Merchant of Venice* in answer to the question—'Give a 'short account of one of Shakespeare's plays.' This subject had been given in the school as an exercise a short time before our visit, and most of these answers were very good. The boy who got 140 marks wrote a good account of *Othello*. It may be presumed that he could have written an account of the *Merchant of*

Venice equally well. On the whole the impression made by the teaching and work of this department was very favourable.

Modern Language Department.—In this department there are—

On Roll.	*In Attendance.*
Boys, 57	Boys, 53
Girls, 45	Girls, 41
102	94

In *French* there are three classes, containing in all 57 boys and 44 girls.

In the junior classes, first and second years in French, there were 9 boys present, who were examined *viva voce* on the lesson of the day. They did not know very much, but what they did know they seemed to know pretty thoroughly. In addition to this, 5 girls and 6 boys, who had been three years in French, did an elementary paper, and 7 girls who had been four and five years in French did an advanced paper.

The papers done by the girls in both the senior and junior classes were much above the average in most schools yet visited. The average age in the junior was nearly fourteen, in the senior about fifteen and a half. The average marks gained in the junior was 81 out of 200, in the senior 117 out of 230—the first time that we have got an average of more than half marks. The result of the senior paper was as follows :—

No.	*Age.*	*Years at School.*	*Classes.*	*Years in French.*	*Marks.* *Maximum* 230.
1	16	4	7	4	110
2	15	4½	7	4	144
3	15	7	7	5	133
4	16	5½	7	4	122 } Average 117.
5	15	6	...	5	70
6	16	9½	...	4½	95
7	16	8	7	5	150

The boys came in late, and had only half-an-hour for their work. Four out of the six, however, did fairly, but not nearly so well as the girls. The papers of all these classes were neatly done, and showed that careful attention was given to writing, and that the school was accustomed to paper work. The same remark applies to the papers done in the English Department.

In the *Drawing Department* there were on the roll 79 boys and 51 girls. The master here would have liked longer time with his classes. There were many very good specimens of drawing.

The *writing* throughout seemed good.

On the whole, the school was in an excellent condition, and well and efficiently taught. The fees struck us as much higher than in most of the burgh schools.

We subjoin a list of honours gained by pupils from the Academy since 1863 :—

1863.

6 in Senior Hebrew Class, Glasgow College.
1 „ Logic „ „
2 „ Provectiores Greek „ „
2 „ Junior Latin „ „

11

1864.

1 University Silver Medal—Glasgow College.
1 Rae Wilson Gold „ „
1 Junior Divinity Class, „
1 Senior „ „ „
2 Senior Ethic „ „

6

Greenock Academy.

1865.

1 Henderson Prize of £21—Glasgow College.
1 Macfarlane and Cook Prize of £21—Glasgow College.
1 Coulter Prize of £2, 10s., ,,
1 in Senior Greek (Jeffrey Gold Medal), ,,
1 ,, ,, Blackstone Examination, ,,
1 ,, ,, Vacation Exercise, ,,
1 ,, ,, Written Examinations, ,,
1 ,, Provectiores Greek, ,,
1 ,, Junior Latin, ,,
2 ,, Senior Divinity, ,,
2 ,, Church History, ,,
1 ,, Biblical Criticism, ,,
1 ,, Senior Logic, ,,
1 ,, Anatomy, ,,

17

1866.

1 Senior Wrangler—Cambridge.
1 Smith's Prize, ,,
1 in Logic Class—Glasgow College.
3 ,, English Literature, ,,
1 ,, Senior Greek, ,,
2 ,, Senior Latin, ,,
1 ,, Junior ,, ,,
1 ,, Anatomy, ,,
1 ,, Surgery, ,,

12

[H.]

XXXIX.—KIRKCUDBRIGHT ACADEMY.

Kirkcudbright Academy.

Visited February 6, 1867.

History.

The Burgh Records of Kirkcudbright commence about 1576, and in the minutes of that year we find the first notice of the schoolmaster. The minister of the parish at that time held the office, and 20 merks yearly were payable by the 'tacksman' of the ferry as part at least of the schoolmaster's salary. The name 'Grammar School' first occurs in a minute of 1582, which records the appointment of the schoolmaster for a single year by the 'township;' the amount of his salary, 50 merks, payable quarterly; and the provision for him of a schoolhouse rent free. A few years later the offices of schoolmaster and minister are again united in the same person, and he is instructed to have under him in the school a 'sufficiently learned doctor,' or second master, whose salary is fixed at 20 merks, apparently for a half-year. The minister has to find caution or security for the fulfilment of this bargain. Till the year 1766, the Grammar School was a building with only one apartment, and we cannot say with certainty what branches of study besides Latin were taught. In 1766, however, a new school was erected with two rooms on the ground floor, and an upper flat that was used at first as a Masons' Lodge, but was subsequently acquired by the Magistrates as a third class-room, and we may infer that in this building there was not only a Grammar School, in which Latin, French probably, and English were taught, but also a Commercial department for writing and arithmetic. For the whole school there was one head-master or rector, with such assistants as were necessary. At the beginning of the present century, according to the statement of Mr. M'Lellan, the late Town-clerk, the number of the scholars was nearly 300. It is not quite half that number now,—the diminution having been caused by the erection of new schools, and more especially by a charity school in 1843, and a sessional school in connexion with the Established Church.

Management.

The present building was erected in 1815. In it, the Grammar School, with a rector, a separate English department, and a commercial school, with independent masters, were all brought together, and the combined schools were termed the Academy. It was built by subscription, on a site granted by the Earl of Selkirk, and was handed over to the management of the Town Council. Besides electing the masters, they exercise considerable control over the arrangements of the school, and issued in 1865 a most minute series of rules and regulations. After defining the hours of teaching, the fees, the books to be used, the branches to be taught, they enter into such details as these:—In the commercial school, the master is instructed to use quills; 'steel pens are to be used only 'at the request of parents or guardians, given in writing; the advanced scholars 'are to be taught pen-making.' Every alternate Saturday may be taken as a holiday, if the masters by an agreement among themselves shall have 'taught 'double time the preceding Saturday.' The occasional holidays in the year are limited to two, the Queen's Birthday and the day after Candlemas, and there are to be no other occasional holidays except by the written authority of two of the magistrates. It is further stipulated that there shall be no change of books without the sanction of the school-committee, and the masters are forbidden to sell books to the pupils. On the subject of the cleaning of rooms there is the following regulation:—'Each room is to be swept out once a day, and the windows are 'to be kept clean. The rooms are to be washed at least once a month. The front 'is to be cleaned out at least weekly; the doors of the little-houses to be un-'locked half-an-hour before the school opens, and locked half-an-hour before the 'school shuts. The inside is to be cleaned once every twenty-four hours, the out-'side once a fortnight.' And finally the masters are to see that the foregoing rules and regulations are duly attended to. Some of the masters complained that these regulations, if rigidly enforced, were in some cases of a vexatious and paltry nature, and they all agreed that they required revision, in regard more especially to the scale of fees.

Buildings.

The buildings are moderately good, and have accommodation for 314 scholars. There is a small playground attached, but it would require to be fenced and walled in, as it is liable to be overrun by boys and girls from the charity and sessional schools in town.

Kirkcudbright Academy.

Finance.

The salaries paid by the Town Council amount to £195, of which the rector receives £75, and the masters of the English and Commercial department £60 each. There are no bursaries, but various valuable prizes, of which we have spoken in our remarks on the organization of the school. The fees charged throughout the school are very low,—Latin is 5s., French is 6s., or, together with Latin, 10s. a quarter. There is no separate fee for Greek, nor for ancient history and geography. The fee for English, including all the branches, is 3s. a quarter. There is, indeed, one exception, namely, that an extra fee of 3s. may be charged for the highest class of geography. In the Commercial department, the fee for writing and arithmetic is 3s. 6d., but the teacher has to provide copies, pens, and ink at his own expense. The fee for mathematics is 7s. 6d. a quarter, but if a pupil takes mathematics he gets arithmetic and writing free. A boy or girl at Kirkcudbright may therefore enjoy an excellent education, under good and faithful masters, for a very moderate outlay.

A pupil of the first year has an English course for .	£0	12	0	a year.
A pupil of the second and third year may have English, writing, and arithmetic for	1	6	0	„
A pupil of the fourth year has these with Latin and French, for	2	6	0	„
And the very highest degree that a pupil could pay in the school would be	4	16	0	„

But this payment would embrace the following list of classes and subjects:—

Latin.	English, *all*	Arithmetic.
Greek.	*the branches.*	Mathematics.
French.	Writing.	Bookkeeping.

The above cost does not, however, include books nor the sum expended by the Town Council in salaries, repairs, prizes, etc. These items amount in all to £223, 9s. 5d., which, divided amongst 140 scholars, gives as public cost about £1, 12s. a head.

Teachers.

The masters are three in number,—a rector of the grammar school, a master of the English school and a master of the commercial school. All are perfectly independent of each other. They conceive their appointments to be *ad vitam aut culpam*, but the Town Council wish this tenure to be modified by a special contract, authorizing their dismissal at six months' notice. We were informed that this contract had not been agreed to or signed by all the masters. They derive their income partly from salary and partly from fees. From these sources, the rector has an income of £145, the English master has £132, and the mathematical master £130. Each master gets the whole fees of his own department.

Scholars.

The numbers on the roll on the day of our visit were 72 boys and 65 girls, and in attendance 68 boys and 61 girls.

The boys and girls attending the school belong exclusively to the upper and middle classes. Taken altogether they were as nice a looking set of children as could be found in any burgh school without exception. The poorer classes are accommodated in two parish schools, in a sessional school connected with the Established Church, Johnston's Free School, and a school exclusively for girls.

Organization.

In regard to the organization of the school, there are, we have seen, very minute regulations laid down by the Town Council, but its general internal management is left in the main to the masters. In any extreme case of discipline, however (the expulsion of a pupil for instance), the Town Council, we were told, would require to be consulted, and would most probably forbid its exercise, and insist on some other punishment short of expulsion from the school. It cannot be said that any particular branch of study is the basis on which the course rests. Classics, English, writing and arithmetic, form, as it were, a threefold basis, and parents and pupils are allowed to select their own course. In the promotion of pupils from class to class, the rule of seniority is rigidly observed. This is not by any means due to the masters themselves, but to long-established usage, and it is confirmed, and, so to speak, become inveterate, by reason of the valuable money prizes that are given annually to the best scholars and to the duxes in the several departments.

In order to understand this connexion between the prizes and the promo-

tion by seniority a few words of explanation are necessary. We take for illustration the Classical department. There is first the Commelin prize of £4 to the best Latin scholar, *whether boy or girl;* the Macmillan prize of £3 to the *boy* who is the best Latin scholar; and the Commelin prize of £4 divided between the duxes of the Latin, Greek, and History classes, the winner of the special Commelin prize being excluded from the competition. There are also magistrates' prizes that bring up the total value to £15. Now, at first sight, the terms of the different competitions would seem to favour merit and to be opposed to mere seniority gaining the different prizes; but the subjects set in the competition are those that have been studied in the highest class, and some of them at least have not been taught in any other class during the session. There may be a clever boy and a good scholar for his age in the fourth or third highest class, and a dull dux in the sixth, but the class to which the former belongs is reading books that fall below the subjects set for the examination, and the indifferent scholar who is reading Horace and Cicero and Livy, and who has done a few exercises in Latin prose, is preferred to the proficient in Cæsar, who has only written sentences of Latin from the Grammatical Exercises. Kirkcudbright Academy.

It might be supposed that the parents of the clever boy, and the boy himself, would object to a system that kept him back for a whole year, but they acquiesce, because his time and chance will come, and besides, the majority of parents and children who prefer the present system is overwhelming. One advantage of this is said to be that pupils remain longer at the school than they would otherwise do, in order that they may ultimately be eligible competitors for the prizes, but this is not for a moment to be set against the evil of repressing merit, and of rewarding dulness, simply because it has developed itself through a lengthened period of years. We were assured that it would be quite impossible for the master to overcome the prejudices on this subject, and that he would imperil his position if he were to insist on any change, and that the directors themselves would step in and absolutely forbid it. As a fact, therefore, the dux of the sixth class, if a boy, gains at the end of the year the Commelin prize of £4 for the best Latin scholar and the Macmillan prize of £3, which is confined to boys. If the dux be a girl, she can gain only the former prize. As a fact also, it is often not the best Latin scholar in the school who gains the prizes. This evil is not, however, confined to Kirkcudbright. Even in the Edinburgh Academy the dux of the whole school is not necessarily the best scholar. But then this is rectified so far in Edinburgh by the general examination at the end of the year open to all the Rector's classes, and which places the boys absolutely according to their merits, without regard to seniority.

We were highly gratified with the examination of the school. We spent nearly half of the day in the rector's department, and the other half between the English and commercial departments. Examinations.

In the grammar school, under the rector there were mixed classes of boys and girls taught together. There were 31 boys and 11 girls learning Latin; 8 boys and 1 girl learning Greek. The Latin pupils were taught in six, and the Greek pupils in three classes. These subdivisions seemed unnecessarily minute or numerous, but they were due in great measure to the strict enforcement of the seniority system. Year by year, however ragged the remnants that remain, they must be promoted, with an eye to the Commelin and Macmillan prizes. The consequence is, that each class can get only about half an hour a day assigned to it, and the junior classes have but twenty minutes. By good teaching on the part of the master, and interest on the part of the scholars, the results were remarkably good. The fourth class (8 boys and 3 girls) were reading Virgil.

The second Greek class (3 boys and 1 girl) were reading Homer, and one boy, in a class by himself, was reading the *Prometheus Vinctus* of Æschylus. He was a good scholar, and had remained in the school to prepare himself for college, without any view to the money prizes, from which he was debarred, as he had already competed for and gained them in a previous year. The best scholar among the others, both in Latin and Greek, was the girl in the Homer class. She was another instance, if more were needed, that in all school-work, including ancient languages, and even mathematics, girls are perfectly able to hold their own with boys. Indeed, the result of our examinations has been rather to shake the conviction that, while girls may be first occasionally in a mixed class of ordinary talents, they have no chance against boys of the highest ability.

Kirkcudbright Academy.

They are more industrious and conscientious, and industry and conscientiousness go a good way in school-work. At an examination this is especially manifest. Girls, as a rule, always do their best both for themselves and their teachers, while boys not unfrequently are satisfied with getting the work done, and are indifferent however inadequately it may represent the pains that the master has taken with them. The teacher in this department has also charge of the *Modern Language Department*. The highest class in French was very good, and was reading a play of Racine. The German class (2 boys and 10 girls) was reading a play of Schiller. The rector was appointed in 1860. He is a Bachelor of Arts of Glasgow University. He has devoted some of his spare time for some years to a translation of Catullus, and from the specimens we have seen, we shall be surprised if he should not become much more widely known as an accomplished and elegant scholar. Few of his pupils go to any university—on an average not more than one every year. Last year (1866) one of the boys gained a Muirhead prize in Glasgow, and another a bursary of £12, 10s. in Aberdeen.

In the *English School* we found a master of great experience. Previously to his appointment in 1851, he taught for six years in John Watson's Hospital, and for one year in Heriot's Hospital, Edinburgh. In this department there were eight separate classes, with separate competitions and separate prizes at each annual examination. For here also there are money prizes, and the same care is taken that seniority shall have more than its due share of weight in deciding them. The total number of pupils learning English was 65 boys and 49 girls. The classes we examined did well in all things, with one exception. Their reading was indistinct, and by no means easily followed. In the highest English class there were 14 boys and 8 girls. The whole class was arranged in two divisions; boys and girls were mixed and placed together just as in the classical part of the rector's school, because they all compete for the same prizes. After a *viva voce* examination in grammar and parsing we gave four lines of poetry to write to dictation.

Nine had no errors.
Five had one error.
Six had two, three, or five errors.

In the *Commercial Department* there were 60 boys and 60 girls. The master was appointed in 1864. He had been educated in Edinburgh University, and before coming to Kirkcudbright had been an assistant-master in Dundee and in Leith, and parish schoolmaster in Linlithgow. In geometry, 5 boys in their second session were examined *viva voce* in the First Book of Euclid. A mixed class of boys and girls were also examined in proportion, which they did well; but with more talking and confusion among the rest of the scholars than was agreeable.

Remarks.

In our remarks on the organization of the school we have anticipated our criticism. It furnishes a flagrant instance of the bad effects of the strict enforcement of promotion only by seniority. The fees also are decidedly too low, and consequently the masters' incomes, so far as they are derived from this source, are inadequate. [H.]

XL.—EWART INSTITUTE.

Ewart Institute.

Visited March 6, 1867.

History.

Newton-Stewart in Kirkcudbright is not a burgh, but within the last three years a large school has been founded near the town, and endowed by the late James Ewart of Newton-Stewart, and his brother, the late John Ewart of Liverpool, the former of whom died in 1859, the latter in 1863. It is called the Ewart Institute. By James Ewart's foundation a ragged school has been established, where a good English education, with books, slates, and copy-books provided, is given free to all, upon the conditions of (1.) regular attendance, (2.) tidiness; by John Ewart's foundation, a middle-class or high school, quite distinct from the free school, has been established for the purpose of affording a good general education to the children of the middle and higher classes on the payment of a moderate fee. The foundation-stone of the building was laid in 1862, and it was completed and opened in 1864.

Constitution and Management.

The school buildings and property are vested in two trustees, nominated and appointed in the deeds of settlement, and these trustees are the managers of the institution. It was mentioned to us that it was the intention of the trustees shortly to appoint others of a permanent character. In the meantime, beyond the appointment of the head-master or principal, and the general external arrangements, the trustees do not exercise much control over the school. The admission and expulsion of the scholars in the middle-class school, their studies, and the discipline of the school, are left to the principal, and he has, under the trustees, the general management of the whole schools and the other teachers. He teaches the highest classes and apportions the other classes off to the teachers. The appointment of the assistant-teachers lies with the trustees, but they generally appoint on the recommendation of the principal; so in the conduct of examinations and appointment of examiners, the principal's opinion has great weight with the trustees.

Buildings.

The site of the school is excellent. It is above the town, looking out upon the hills, open to good fresh air, and almost in the country. The buildings were erected at a cost of £5000, and are remarkably good and well kept. The two schools occupy the north and south ends of a handsome building, and the principal's house and boarding establishment is between them, communicating with both. There are five class-rooms, containing accommodation for 310 scholars; the furniture is very good, and, with the exception of broken glass, the repairs have hitherto been executed by the trustees. The principal's house is very good, and in it there is accommodation for twenty boarders. We went through part of it while the boarders were at dinner. The sleeping arrangements did not seem to be all that might be desired. The dormitory was fresh and airy enough, and the beds were separated by partitions from each other, but it was in the top of the house, just under the slates, and so apt to be hot in summer. Two boys slept together in some of the beds, which were not much too large for one, and one of the beds adjoined the water-closet, which was only partitioned off from the dormitory, and opened out of it. This struck us as being a very bad arrangement. The largest apartment was occupied by one of the teachers.

There are three small playgrounds around the building—one for the boys, 130 feet by 70; one for the girls, 80 by 50; and one for the Free School, 130 by 100. There was also a cricket-field, which was open to the school, and a very fair swimming-bath, chiefly for the use of the boarders. There was, however, in summer at times a scarcity of water, which prevented the bath from being so serviceable as it might otherwise have been.

Finance.

The financial arrangements of the school are of this nature:—

The trustees pay £130 per annum to the principal, £60 to one of the under masters, and £50 to the other. The female teachers are paid by the principal. In addition to this annual salary, the principal has a free house, with accommodation as above for twenty boarders. Coals are also provided for the whole school, and the buildings are kept clean at the expense of the trust. He has the fees besides, which are returned at an estimate of £260. This is the present financial condi-

Ewart Institute.

tion of the school; but ultimately, when all the money left to the Institute falls in, it will be much richer, as there is a considerable annual sum still held in liferent by an aged lady.

The fees are very moderate.

The basis fee in the initiatory department is	4s. per quarter.
The middle department,	6s. „
The advanced „	8s. „

This basis fee includes all the ordinary branches of a good education. The extra branches of instruction are:—

Pianoforte, 10s., 15s., and 20s. per quarter, for 2, 3, and 4 lessons a week respectively.

French, German, Greek, Drawing, each	2s. 6d. per quarter.
Do. do., all	7s. 6d. „
Private evening preparation for the public classes of the Institute,	10s. 6d. „
The whole course of public and private instruction requisite for University or Government examinations,	21s. „

or £4, 4s. per annum. The parents of the pupils attending this school are almost exclusively of the middle class, or rather the highest resident class in the rural districts and smaller towns, except the country gentlemen. These generally send their sons and daughters to England or to Edinburgh. The humbler classes send their children to the Parochial School, and the lowest to the Free School. Considering therefore the class of parents who take the benefit of this institution, the fees are lower than those in any school yet visited, with the exception of Dollar Institution. The terms for boarders are as under:—

For board and education in all classes of the Institute—

Up to 10 years of age,	£35 per annum.
From 10 to 14 years of age,	£40 „
Over 14 years of age,	£45 „

TERMS FOR PUPILS.

From the Colonies and from foreign countries.

For education in all the classes of the institute, board, washing, and charge during vacations—

Up to 10 years of age,	£50 per annum.
From 10 to 14 years of age,	£55 „
Over 14 years of age,	£60 „

All fees payable quarterly in advance. No extras. A quarter's notice required before withdrawal of a pupil.

Teachers.

The principal was appointed in 1864. He belongs to the Established Church, was educated at Edinburgh University, before his present appointment had taught in the parish and burgh school of Arbroath, and had been lecturer in English literature in the Established Church Normal School in Edinburgh. He was appointed on two years' trial. At the end of that time he wished an engagement during efficiency and good conduct, but the trustees in the meantime refuse, and propose a tenure terminable at a year's notice on either side. In the middle-class school there are one assistant master and three mistresses. They belong to different denominations. In the free school there is a Normal-school trained teacher, with pupil-teachers under him, but for some reason which we did not discover, this part of the school is not under inspection.

Organization of School.

The school is arranged upon the system of having a basis fee for English, which those who attend the institution must pay. There are a few exceptional cases where, in consequence of the peculiar nature of the applications for admission, the basis fee is not charged. The rule is that all must pay, and this has the effect, the teacher says, of making the school more easily managed. The English scholars, therefore, are divided into an initiatory, a middle, and an advanced department, and scholars are promoted from one to the other by their proficiency. These departments meet as follows:—The initiatory for 22½ hours per week; the

middle for 31¼ ; and the advanced for 45 hours. In the two lowest departments all the lessons are learned at home ; the higher classes learn their lessons at a school held in the evenings. Ewart Institute.

In answer to question 24 in the Notes of Particulars of Inquiry, 'Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations for Scholarships at the Universities, and for the Civil, Military, and East India Services?' the Principal writes—'13 pupils passed the Edinburgh University local examinations last year. Honours gained in junior mathematics, senior classics, drawing, English, and physiology.' Examinations.

In answer to questions 45 and 46, 'Would it, in your opinion, be an advantage or otherwise if your school were examined annually, and publicly reported on by independent examiners?' 'If such examiners are desirable, how should they be appointed?' he says, 'I am very well satisfied with the Edinburgh Local Examinations, and send up the rank and file of the upper classes to it, except the big boys who have been sent to this school to "finish" when their real education has not been begun.' This school has been eminently successful in those examinations, and the course of study is regulated in accordance with the requirements of the University Examiners. In judging, therefore, of the work performed by the institution, it is necessary to bear in mind that we must look for proficiency in special subjects rather than a general education. The important question of the value of these examinations in Scotland has been discussed in the General Report. At present we confine ourselves to mentioning the subjects which are to be prepared for the examination to be held next June. The work prescribed for the ordinary certificate comprises, amongst other subjects, in Latin, Cæsar, *De Bello Gallico*, Books I. and II., Virgil, *Æneid*, Book IV. ; in Greek, Xenophon's *Anabasis*, Book IV., and St. Luke's Gospel ; in French, Saint Pierre's *Paul et Virginie ;* in German, Andersen's *Bilderbuch ohne Bilder ;* in English, passages from Thomson's 'Seasons,' and from an English book not previously prescribed, for parsing and analysis, with questions in the portions of the poem prescribed, including etymology of words. The prescribed work for senior candidates for honorary certificates comprises, among other subjects: Horace, *Odes*, Books II. and IV. ; Livy, Book XXII. ; Homer's *Iliad*, VI. ; Xenophon, *Anabasis*, I. and II. We found that these special subjects were taught almost exclusively. The aim of the school was to get up a certain number of pupils to pass creditably in these several subjects, and, so far as we could judge, the aim was likely to be successful.

The numbers in the school were— Scholars.

On Roll.	*In Attendance.*
Boys, 71	Boys, 62
Girls, 70	Girls, 63
141	125

English Department.—The whole school was, in this department, divided into three classes. We first heard a section of the highest English class examined in Thomson's 'Seasons' by the head master. Apparently the greatest care had been taken with the preparation. The teacher had gone over the lesson to be prepared with great minuteness, pointing out all that was peculiar or noticeable in the passage, and the class had marked the points to be noticed. One or two were called upon to read. The reading was very slow, and a good deal overdone in the way of expression ; every word that could in the smallest degree be considered emphatic being dwelt on and long drawn out, to an extent that was almost painful to hear. At the end of each passage the class were asked if they saw anything that could be corrected in the reading. Some one generally found fault with the absence of emphasis on some particular word, and, for the most part, with the teacher's approval. We should have quarrelled with the opposite tendency. Yet the reading, though in most cases overdone, was not bad. On the whole, it could be pronounced good, but unusual. It was intended to be in accordance with the requirements of the local examiners, who demand 'reading aloud, with proper accent and emphasis, some passage from an English author.' After the reading, the class was examined on 'the structure of sentences, parsing, and analysis, with 'questions on the portions of the poem prescribed, including etymology of words, 'and the principles of English composition.' The examination commenced in this way :—'Meditations,' 'what is the meaning of that word? You have had this English.

Ewart Institute.

'word before; stand up all who know.' About half the class stood up. *A.* (1) 'Deep thoughts;' *A.* (2) 'Mature thoughts;' *A.* (3) 'Thoughts thought over and 'over again.'

Q. 'Another word expressing more thought, but less feeling.'—*A.* 'Contem-'plation.'

Q. 'Another word similar to these, but where a bad idea is added. What 'word is that? I have given it to you before.'—*A.* 'Brood.'

Q. 'Mention some other word of the same family. You have had it lately.' —*A.* 'Reverie.'

Q. 'What is a reverie? I remember you had it once before, when we were 'reading a bit of prose.'—*A.* 'Thinking, without exercising any special selection 'of subjects to think about.'

Q. 'What is the English word for reveries which I gave you. Reverie is a 'French word.'—*A.* 'Day-dreams.'

And so the lesson went on. How far it did the scholars' minds any good to repeat simply what had been told them before, it is impossible to say, but if these questions and answers were repeated often enough, they could not fail to impress themselves upon the scholars' memories, and they might reproduce them effectively at the examination. The derivations of the words, and the parsing were not specially good. They seemed to answer the first by memory, and the second on a system that was unusual, but probably according to the examination requirements. In the middle English there were 11 boys and 25 girls present. They were reading the Scottish School-Book Association's *Advanced Reader*. One or two were selected to read. The teacher wished them to read poetry rather than prose, as they were more accustomed to it. They at first read 'The Old Arm Chair,' and then Aytoun's lay, 'News of Battle.' These two very different pieces were selected on purpose to see if they read them in the same tone and with similar expression, and the readers were taken indiscriminately throughout the class. The reading of both pieces was remarkably good, with an obvious appreciation of the difference between the character of the two pieces. They afterwards read a piece of prose, but that was not nearly so good. It was fair, but not above average reading. The poetry was very much above average. The spelling in this class was only fair; some were good, but the class was very unequal. Geographical questions were well answered, but the grammar was very indifferent. The class, as a whole, knew absolutely nothing about grammar in the ordinary sense of the word. The names of the parts of speech in English, the use of personal and possessive pronouns, the relation of a relative and its antecedent, and such questions, seemed unheard of by them. But they analysed sentences on Morell's principle, and answered questions in accordance with that writer's phraseology in a manner that indicated that a great deal of time and labour had been bestowed upon the preparation of abstruse distinctions which are not commonly taught in schools, which only profess to give a good general education. Thirteen of the highest class did a paper on English grammar, literature, history, and geography. These papers, on the whole, were very fairly done. The average marks gained were 52 out of 200; average age fourteen and a half. The answers in geography were sensible and accurate, and showed a great deal of minute knowledge of the geography of Europe. In literature, two of the scholars wrote very good accounts of the story of the 'Tempest,' in which the narrative of the play was well explained, and apparently well understood. The penmanship in one or two of the papers was unusually good. The grammatical questions were not so well done as the others.

There was one remarkable paper done by a girl of sixteen, who had met with an accident in her youth, by which she had lost both her hands and her arms as far as the elbow, by a thrashing-mill. She held the pen in her teeth, and wrote rather slower, but quite as distinctly as the others. She had been a year and a half at the Ewart Institute. Her parents were small farmers in Wigtonshire, and she had been educated in a country school in that county.

French.—In the highest French class there were 12 boys and 20 girls. They were reading *Paul et Virginie*. A small number in the class; only those who professed to know it did the work, the rest remaining quiet. The piece was a difficult one, and full of unusual French words. It was well done. Fifteen did a paper, six of them advanced, the rest elementary. Three of the advanced did well, the highest marks being 120 out of 200. The average of the marks gained by these six was 82. Average age, fifteen.

The average gained in the elementary class was 55 ; highest 93, lowest 33. Aver- Ewart Institute.
age age, fourteen and a half. The work was not above fair. Grammar was not accurate. The majority, however, attempted the translation from English into French, and showed a considerable knowledge of French idiom. Some of the English translation was also pretty good.

Classics.—Only the highest divisions were examined in Latin and Greek. The two highest *Latin* classes together were composed of 20 boys and 1 girl. They were reading the *Odes* of Horace. They all translated with considerable facility, not only the lesson of the day, but others that they had prepared during the session. The time devoted to the study of Latin was one hour a day. The parsing was only moderately good, and no part of the pupils' knowledge was at all equal to the translation. The edition of Horace used was Anthon's. Being asked the reason of his preference for this edition, the master informed us that he had to consider not so much the *best* as the *quickest* way of getting up a certain amount of work. Horace and the other books read in the different classes are exclusively those appointed for the 'local examinations,' and throughout the school the work done has reference to them. They affect this school, therefore, in the same way as the examination for bursaries in Aberdeen affect the schools in the north.

In *Greek* there was one class of 18 boys, whose examination was confined to grammar. They knew this elementary work only tolerably well, and even this can be said only of those at the top. The rest knew almost nothing. On the whole, the classical scholarship, except in the one point of Latin translation, was not good.

Algebra.—A paper was set to ten boys.

No.	*Age.*	*Time at School.*	*Classes Attended.*	*Marks. Maximum* 200.	
1	13	4 months.	7	15	Average $33\frac{1}{2}$.
2	14	3 years.	7	25	
3	15	$1\frac{1}{2}$ „	0	20	
4	16	$1\frac{1}{2}$ „	4	Copied. 50	
5	14	2 months.	4	Copied. 50	
6	15	6 „	7	20	
7	15	$2\frac{1}{2}$ years.	7	20	
8	16	$2\frac{1}{2}$ „	6	50	
9	15	3 „	9	65	
10	16	6 months.	6	20	

The average number of marks gained was only $33\frac{1}{2}$, and only one of the boys gained more than a fourth of the marks that could be got for the paper :—

Arithmetic. Total 200.									
No.	*Age.*	*Time.*	*Classes.*	*Marks.*	*No.*	*Age.*	*Time.*	*Classes.*	*Marks.*
1	20	3 years.	0	15	6	0	...	5	70
2	15	$1\frac{1}{2}$ „	6	60	7	15	8 months.	6	85
3	14	$1\frac{1}{2}$ „	5	15	8	14	...	8	30
4	16	4 months.	2	40	9	14	...	7	10
5	16	$2\frac{1}{2}$ years.	7	15	10	14	...	7	70

These papers are far from good. They show only an average of 41. No one got half marks, and the best paper was done by a boy who had been only eight months at this school.

The writing in more than one case, but notably in No. 6 of the arithmetic papers, was very bad, and one boy wrote 'grammer' and another 'Germain,' as classes that they were attending.

This school is disappointing. It leaves an impression that there is more show Remarks.
than substance about it. Everything seems to be sacrificed to a preparation for the local examinations, and the result, so far as we have been able to judge

Ewart Institute.

of it, is not satisfactory. It appears that if this be taken as a specimen of a school successful in the local examinations, it is very doubtful if these examinations do much good in the way of testing schools. The whole of the school is apt to be sacrificed to the thirteen boys who are crammed to pass.

[S.]

Note.—In reference to school discipline, there are some remarks made by the Principal of the institution which are worth noticing. In answer to the questions (27), What punishments are in use, and for what offences are they inflicted? and, (28), If corporal punishment is in use, is it inflicted publicly or privately, and by whom? the Principal writes :—

(1.) Lessons written out, if not prepared.

(2.) For series of small offences, offender caused to write out an autobiography day by day, till reformation take place.

(3.) For bad moral offences, capable of cure. Whipping inflicted nine times in two and a half years.

(4.) For bad moral offences dangerous to the school, and difficult of cure. Expulsion twice in two and a half years.

A system of rewards exists also in the school, by which an hour of holiday is given to the school for every day on which no scholar has received a reproof from any of the teachers.

XLI.—DUMFRIES ACADEMY.

Dumfries Academy.

Visited March 7, 1867.

History.

Previously to the foundation of the Academy in 1802, there existed two schools, aided by the burgh funds, in Dumfries, and under the control and management of the Town Council. These schools were in separate parts of the town. One was the Grammar School, in which classics and English were taught; the other was the Commercial School, for writing, arithmetic, mathematics, and navigation. The earliest period to which we have been able to trace the Grammar School is 1688, when we find mention of it and of its 'Doctor' or second master in the records kept by the session-clerk. In 1722 the masters in both of the schools were endowed by Bailie Paterson of Dumfries, who bequeathed 15,000 merks to the magistrates and ministers of Dumfries for the benefit of the teachers, and in the following year they received a further endowment from John Raining of Norwich. These endowments will be noticed more fully afterwards.

In 1724, the English School, as distinguished from the Grammar School, was suppressed, and its master received formal notice from the Town Council that his salary of £6 would be discontinued, as the Council had resolved 'that the Latin 'and English languages should be taught in the High School of the burgh for 'hereafter by the masters thereof conform to certain rules to be prescribed to 'them.'

In 1767, we find a notice in the Town Council records forbidding an unauthorized teacher of writing to exercise his profession, on the ground that his school was 'to the prejudice and discouragement of the public established writing master 'and his successors in office,' and ordering him immediately 'to find sufficient 'caution that he and his family shall not be a burden upon the place under the 'penalty of ten pounds sterling.' A few years later a salary of £30 was guaranteed for three years to the master of the Commercial School, by subscription among 'sundry of the respectable inhabitants,' on condition that the magistrates at the expiry of the three years would continue the subscription for seven more. This sum was afterwards doubled, for in 1802 the teacher of writing in the Commercial School had a salary of £27, and the teacher of mathematics had a salary of £33. At the same date the salary of the classical master from endowments and the Town Council was £64, out of which he had to provide a precentor for the 'New 'Church.'

Management.

In 1802, the schools that had thus existed apart were brought together into one building, with a complete staff of masters. This school was built mainly by private subscription, and, like other schools of the same kind, it was styled the 'Academy.' For some years the subscribers to the Academy took a share in the management, but, in 1814, it was handed over to the Town Council, who are now the sole patrons. We heard no complaints of the mode in which they exercise their patronage, unless the remark made in our hearing can be regarded as such, that 'they were an efficient body for supplying the material wants of the school, 'but by no means a good board for legislating.' Here and in other burghs it was generally agreed, that while exception might be taken to the Town Council on some grounds as patrons of the school, it would be very difficult to find a substitute in their place as free from objection.

The Town Council elect the head masters, regulate the fees and holidays, pay certain salaries to the teachers, and attend to the repairs and cleaning of the school. They formally approve of the time-table and of the course of study suggested by the masters, but do not interfere in the internal arrangements and management.

Buildings.

The school buildings are moderately good. They are in an excellent situation, and are surrounded by a playground of an acre and a half in extent. The outhouses scarcely come up to the notions and requirements of the present day, and considering that the school is a mixed school for boys and girls, may certainly be pronounced inadequate. It must be borne in mind, however, that the school buildings are about sixty years old. They have a somewhat ancient

Dumfries Academy.

and shabby appearance, especially about the walls, corridors, and entrances, but the masters not only made no complaint, but expressed their satisfaction with them.

The furniture and equipment of the rooms were in some departments fair, although old and meagre, and in one department, the mathematical, they were all that could be wished. There had been a most liberal expenditure on 'mathe- 'matical instruments.' In the abstract of the town's accounts, £28, 19s. 6d. are charged under this head for the year ending 1866. Amongst other things provided for the use of the pupils under the direction of their master was a theodolite. Repairs and cleaning are done by the Town Council when required. There is a general overhauling of the building just before the examination and the holidays. It was the middle of the school year when we visited it, and consequently nothing had been done for some time. This may account for the rather unfavourable impression the general aspect of the building and the class-rooms made on us.

There are seven class-rooms, with accommodation for 555 scholars. This is more than enough for the numbers at the school, but it so happens that at certain hours, when nearly all the scholars of one department are together, there is overcrowding and want of room. For example, in the English department there are at one time 170 boys and girls present in rooms fit, at the most, for no more than 150. At the same time, in a class-room with accommodation for 90, there are only three boys and girls learning German. In any inquiry therefore into the accommodation of our burgh schools, it is not enough to ascertain the total amount of it, but how it is distributed, and whether at all times it is adequate for the children.

Finance.

Under this head we consider—(1.) Endowments and Bursaries; (2.) Salaries paid by the Town Council; (3.) Fees; (4.) Cost of education; and (5.) The income of masters from all sources.

The chief endowment is that of Bailie Paterson. By his will, in 1722, he left the school 15,000 merks. The trustees of this endowment are the Town Council and ministers of Dumfries. Of the whole sum, 7000 merks are left expressly 'for 'the use, behoof, alimenting, and maintaining of one well-qualified schoolmaster, 'to teach and instruct the youth and children of burgesses in the arts of writing, 'arithmetic, book-keeping, and navigation. 8000 merks are left for a school- 'master to instruct children of the burgh 'in a free school perpetually to the end 'of the world, without fee or reward, in Latin rudiments and grammar, rhetoric 'and classic authors, and Greek New Testament.'

The Raining mortification consists of a sum of £500, left in the year 1823 by a Mr. Raining, in the county of Norwich, partly for the support of six poor widows in Dumfries, and partly for paying 'a good and capable schoolmaster, to teach so 'many poor fatherless boys as the interest will maintain, in English, Latin, and 'arithmetic.' Each boy is to receive the benefit of a free education for four years, the payment being made to the masters on the same scale as that charged for the ordinary scholars. The trustees are the Magistrates and Town Council of Dumfries, acting 'with the advice and consent' of the Kirk-Session.

The Bell bequest was left in 1789, and consists of £100, the interest of which is to be given to the English master.

The Crichton bequest dates from the year 1863. It yields an annual income of £120, of which £25 is given to the rector, £50 to his assistant, and £15 to each of the other masters, who have to teach 10 boys, and provide them with books.

The Armstrong bursaries are three in number, £18, £15, and £12 in value. They are tenable each for one year. The bursars must attend the mathematical and one other class in Edinburgh or Glasgow University. They are open to all boys who have attended the Dumfries Academy for two years, and are given by competition in English, classics, and mathematics.

The salaries paid by the Town Council are £81, 8s. 10d.,[1] and their total expenditure on the Academy in the year ending 1866 was £215. This sum includes all the expenses of repairs, prizes, insurance, furniture, and an annual retiring allowance of £10, 4s. to a former master of the school. The Town Council are also patrons of Gasstoun, the Parish School of Dumfries, and they pay its master a salary of £26, 13s. 4d. They provide houses for none of the masters in the Academy, and give no pledge of a retiring allowance.

[1] £91, 12s. 10d. in Appendix E., the one being the Rector's and the other the Town-Clerk's Return.

Dumfries Academy.

The fees are moderate, if we consider the quality of the education and the position of the scholars. They are as follows, per quarter:—

English (all branches),	£0	5	0
Latin,	0	7	6
Latin and Greek,	0	10	0
French or German, 7s. 6d., together	0	12	0
Mathematics,	0	10	0
Arithmetic,	0	5	0
Writing,	0	5	0
„ with Drawing,	0	7	6

There is no regular curriculum either prescribed or generally followed, but if we take two pupils, one in the elementary and the other in the advanced classes, we may form a fair estimate of the cost of education to the parent. For the junior boy or girl attending English, writing, and arithmetic, the cost is £3 a year. For the senior pupil attending English, mathematics, classics, and French, it is £6, 10s. The total expenditure of the burgh for salaries, repairs, prizes, and all other expenses, is £215. The pupils are in round numbers 200. So that the total cost to the burgh for each pupil is £1, 1s. 6d.

The incomes of the masters from all sources are as follows:—

The rector,	£224	0	0
His assistant,	50	0	0
English master,	195	0	0
His assistant,	32	0	0
Writing master,	193	0	0
Mathematical master,	220	0	0
	£914	0	0

Teachers.

The staff of masters consists of a rector and three other head masters. Two of the four have assistants. The rector is such in name only. He is head of his own department, and has nothing whatever to do with the others. In conjunction with them he arranges the time-table and other matters that fall under their jurisdiction. There is no curriculum, but each parent selects such classes as he pleases for his children; the result of this being, that as each master has his own views of a proper course, parents are left very much to the guidance of the first master, with whom they have to do, unless it happens that they have decided and settled views of their own. On the question of a rector with authority over the other masters, but especially with authority to enforce some systematic course, there was a difference of opinion. It was generally agreed, however, that the present system left more room for individual exertion, held out stronger motives for merit, and secured better masters for the departments than could be got if their positions were subordinate. In the event of a rector being appointed with real authority, there was the further question to which department the office should be attached. The preponderance of opinion here, as elsewhere, was in favour of the classical master. All agreed on two points: that, with the present staff of masters, any immediate change was out of the question, and that it could be carried out only in the course of time; and that were a rector ultimately introduced, there must also be introduced with him prescribed courses of study, and a common fund out of which all should be paid in due proportions. It is right to add that on the whole the idea of a rector was not regarded favourably by the masters.

The rector teaches classics and modern languages. He was elected in 1860, and is a graduate of Edinburgh University. He appoints his own assistant, who gets a salary of £50 from the funds of the Crichton Bequest.

The English master teaches the usual branches,—reading, grammar, history, and geography. He was elected in 1849, and was educated at Glasgow University, but took no degree. He has an assistant, whom he appoints and pays.

The mathematical master teaches arithmetic and mathematics, including, besides geometry and algebra, trigonometry, the differential calculus, and mechanics. He was appointed in 1858, and was educated at Glasgow University. His only assistant is one of the bigger boys, to whom he gives a free education.

Dumfries Academy.

The writing master teaches also drawing. He was elected in 1851. He has had no University education. Before his appointment he was six years in a merchant's office in Glasgow, and one year assistant in Dumfries Academy.

The tenure of office of the earlier masters is *ad vitam aut culpam*. The more recent appointments—the rector and the mathematical master—have a special contract with the Town Council. The following note is from the Town-Clerk :—

'Excerpt from conditions of appointment of Rector Cairns. That he shall hold 'office during the pleasure of the Magistrates and Town Council, who shall be 'entitled at any time to dispense with his services upon giving him not less than 'three months' notice.' In the early history of the school we find a certain portion of the salary given in place of house-rent, and up till the present time allowances have been made as a matter of favour to aged or infirm masters.

Scholars.

The scholars belong to the middle ranks. In a class of twelve the occupation or profession of the parents was as follows :—

Railway station-master.	Farmer.
Sheep farmer.	Established Church minister.
Banker.	Chemist.
Retired military officer.	Banker.
Bookseller.	Writer.
Free Church minister.	Revenue officer.

There are children in the school of a lower social grade, but the fees, moderate though they are, exclude any of the working classes except foremen and skilled artisans with high wages, ambitious of a superior education for their children. Others are provided for in Gasstoun School,—the Parish School of Dumfries,—which is supported by the Town Council; in two other landward parish schools, and in denominational and private adventure schools, where the fees are moderate.

In answer to the inquiry where the children come from, the answer was, 'Some 'come from a distance of twelve miles and return at the end of the week. Some 'come and return by railway (six miles) daily. This is exclusive of boarders 'with the masters and in the town. The majority are from the town.'

The average age on joining the rector's department is ten, and those who complete the course are fifteen or sixteen. A complete classical course is five years. They are mostly contented with a three years' course, but a number of students join the senior classes from the country schools. In the present highest class only two have gone through all the classes. Most of them leave school for a commercial life. About three or four go annually to the University. In the arithmetic and mathematical department the average age of beginners is rather higher. One of the difficulties of classifying pupils here arises from the circumstance that advanced pupils come for only a session or a quarter. It interferes with the progress of the classes and disheartens the teacher. In the other departments the age of beginners is younger, and a complete course is seven or eight years. In connexion with this we subjoin the following list of honours gained by boys from the school, furnished by the rector and mathematical master, for the last five years :—

1861-62.	Edinburgh University,	First prize in senior Greek.
,,	Woolwich, . . .	First prize in Pure and Mixed Mathematics.
1862-63.	Glasgow University,	Second prize in senior Humanity.
,,	Edinburgh University,	Third prize in Logic.
,,	,,	First prize in Rhetoric.
,,	,,	Natural Philosophy Essay.
1862-63.	,,	M'Diarmid bursary, open to students from Dumfries and Kirkcudbright.
1863-64.	,,	Medal in senior Humanity.
,,	,,	Seventh prize in 'provectiores' Greek.
,,	,,	Third prize in senior Logic.
,,	,,	Tenth prize in Moral Philosophy.
,,	,,	Tenth prize in highest Mathematics.
,,	Glasgow University,	Fourth prize in senior Humanity.

Dumfries Academy.

1864-65.	Edinburgh University,	Medal in senior Humanity.
,,	,,	Seventh prize in junior Humanity.
,,	,,	Fourth prize in junior Greek.
,,	,,	Third prize in second Mathematics.
,,	,,	M.A. degree, with honours in Mental Philosophy.
,,	Glasgow University,	Prize for Greek prose.
,,	,,	Prize for Greek hexameters.
,,	,,	Muirhead prize.
,,	,,	M'Diarmid bursary for students from Dumfries and Kirkcudbright.
,,	,,	Ferguson Scholarship.
,,	Sandhurst, . . .	Free Commission.
1865-66.	Edinburgh University,	Third prize in senior Humanity.
,,	,,	Special prize for Philology in Greek class.
,,	,,	Medal for Essay in Rhetoric.
,,	,,	Second prize for a poem in Rhetoric class.
,,	,,	Special prize for Essay in Natural Philosophy.
,,	,,	Two prizes in Logic and Rhetoric.
,,	Glasgow University,	Snell Exhibition.
,,	Oxford, ...	Demyship at Magdalen.
,,	Army, ...	Several direct commissions.

Examinations.

In the *Classical Department* there are 71 boys learning Latin and 13 learning Greek. The highest Greek class were reading the *Ion* of Euripides and a book of Herodotus, and the second highest were reading Homer. Most of these boys (9 in all) were likely to proceed to college, and the excellent style in which they did their work gave good promise of their success in either Glasgow or Edinburgh. They seemed to be on a footing, in point of scholarship, with the 5th or 6th classes of the Edinburgh Academy. In Latin, 4 boys were reading Horace, and 17 were reading Virgil. There was considerable interest and intelligence shown in their work. The translation in the lower half of these classes was inaccurate, but the upper portion not only translated well, but answered minute questions in parsing, grammar, and derivation. The lower division, reading Ovid and Cæsar, and learning the rudiments, were taught by the assistant. On the whole, they did not make a creditable appearance; but it may have been that they were put out by a strange examiner. Each Latin class has an hour a day; but the three Greek classes have only one hour divided amongst them.

French and German are also taught by the rector. In German there were only 4 pupils (2 boys and 2 girls). They were examined *viva voce* in grammar and reading-book, and were making excellent progress. In French there were 26 boys and 17 girls taught in three mixed classes of boys and girls, with one hour a day divided amongst them. They were examined partly *viva voce*, in which they did moderately well, and ten of them on paper, with the following result.

No.	*Age.*	*Years at School.*	*Classes.*	*Time at French.*	*Marks. Maximum* 200.	
1	15	2½	3	2	40	
2	13	4	6	2	100	
3	14	8	2	2	82	
4	0	2½	5	1½	63	
5	0	4½	1	1½	70	Average 82.
6	16	8	1	2	62	
7	14	3½	6	2½	130	
8	15	4	7	3	80	
9	14	7	5	2	60	
10	15	7	6	2	130	

Their average age was fourteen and a half years. On the whole, this was a good result. The grammar was better done than the translation. The boys were rather better than the girls, probably because they had gone through a classical

Dumfries Academy

course, and because Dumfries is essentially a classical school. On the other hand, in a non-classical school like that in Dundee, the girls were better than the boys.

In the *Mathematical Department* there were 117 boys and 47 girls on the roll, and 108 boys and 43 girls in attendance. The teaching of the master was most interesting and instructive. Nowhere have we seen the principles of the study both of arithmetic and mathematics explained in a clearer or more masterly manner. The master explained to us that he followed rather the French than the English mode of teaching. Whatever his principle was it was most successful. The best geometrician in the class that was examined was a girl fourteen years of age. In arithmetic a paper was set to 12 boys and girls.

No.	*Age.*	*Years at School.*	*Classes.*	*Marks.*	*Maximum* 200.
1	16	2½	6	135	
2	14	5	6	140	
3	17	2½	6	140	
4	14	6	5	95	
5	12	4	7	100	
6	13	3	6	95	Average 101.
7	14	2	4	95	
8	16	2	4	10	
9	15	5	5	110	
10	15	5	6	60	
11	15	1	7	75	
12	16	4	6	153	

The papers throughout were excellently done.

In algebra a paper was set to 10 boys. The time allowed was one hour, and the total number of marks attainable was 200. The results here were equally satisfactory.

The *English Classes* were examined *viva voce* in all their subjects, and the results were substantially the same as those of a paper set to 10 boys and girls. The girls, from twelve to fifteen years of age, selected as their subject an essay of an easy character. Only one of them was good; the others were poor. The boys had a mixed paper on grammar, history, and geography. Only one of them had 50 marks out of a total of 200. The others had mostly 30 marks. Their papers were very poor and meagre. The grammar was bad, the history inaccurate, and the geography only fair.

The *Writing and Drawing Department* was well taught. There were some good specimens of elementary drawing shown by the master.

Remarks.

The school altogether is an excellent one. Its strong points are classics and mathematics. The fees are moderate. The masters are thoroughly qualified and conscientious teachers. They were on excellent terms with their pupils, and there was good discipline without apparent effort or severity.

[H.]

XLII.—THE EDINBURGH ACADEMY.

The Edinburgh Academy.

Visited March 20 and 21, 1867.

History.

Lord Cockburn[1] gives the following account of the origin and opening of the Edinburgh Academy:—'Leonard Horner and I,' he says, 'had often discussed 'the causes and the remedies of the decline of classical education in Scotland, and 'we were at last satisfied that no adequate improvement could be effected so long 'as there was only one great classical school in Edinburgh, and this one placed 'under the Town Council, and lowered, perhaps necessarily, so as to suit the 'wants of a set of boys to more than two-thirds of whom classical accomplish-'ment is foreseen to be useless. So one day on the top of the Pentlands—'emblematic of the solidity of our foundation and of the extent of our prospects '—we two resolved to set about the establishment of a new school. On taking 'others into council, we found that the conviction of the inadequacy of the High 'School was far more general than we supposed. Scott took it up eagerly. 'The sum of £10,000 was subscribed immediately, and soon afterwards about '£2000 more. We were fiercely opposed, as we expected, by the Town Council, 'and, but not fiercely, by a few of the friends of the institution we were going 'to encroach upon. But after due discussion and plotting, our contributors 'finally resolved to proceed, and in 1823 the building was begun. It was opened 'under the title of "The Edinburgh Academy,"[2] on the 1st of October 1824, 'amidst a great assemblage of proprietors, pupils, and the public. We had a 'good prayer from Sir Harry Moncreiff, and speeches by Scott and old Henry 'Mackenzie; and an important day for education in Scotland, in reference to the 'middle and upper classes. Mackenzie's vigour was delightful. Though about 'eighty, he made an animated address, exulting in the rise of a new school upon 'a reformed system.'

Constitution and Management.

The management of the school is vested in fifteen directors, chosen by the proprietors or shareholders from their own body. The original shares cost £50, but the proprietors derive no pecuniary profit from them, and the whole income is expended on the school. The directors appoint the rector and all the masters, They regulate the fees, distribute the prizes, deliberate on all questions and changes of importance, and attend to the details of the external management. They often visit the classes, and many of them take an interest in the amusements and games of the boys, and identify themselves in every way with the prosperity of the school. Except in rare instances, they do not interfere with the internal arrangements, with the studies or discipline of the school. These they leave to the rector. The present board of directors is as follow. The names marked with an asterisk are those of former pupils:—

George Dundas, Esq., Advocate.
*John Ord Mackenzie, Esq., W.S.
*Robert Balfour, Esq., C.A.
*Andrew Beatson Bell, Esq., Advocate.
Lord Neaves.
*Sir John Don Wauchope of Edmonstone, Bart.
*A. F. Adam, Esq., W.S.
Andrew Wood, Esq., M.D.
*A. Campbell Swinton, Esq., LL.D.
*The Bishop of London.
Edmund Baxter, Esq., W.S.
*Thomas Constable, Esq.
Lord Mure.
George T. Kinnear, Esq., W.S.

And the *Secretary*, *John Cheyne, Esq., Advocate.

This list fairly represents the character of the directorate since the first foundation of the school.

Former Rectors, Masters, and Pupils.

The directors have been fortunate in the selection of the rectors and masters. For the former office they have always chosen a clergyman of the English Church, generally an Oxford man. Archdeacon Williams was rector from the opening of

[1] Lord Cockburn's Memorials of his Time, pp. 414, 415.
[2] The Academy is incorporated by Royal Charter.

The Edinburgh Academy.

the school till July 1847, with the exception of session 1828-9. For that year his place was filled by the Rev. T. Sheepshanks, of Trinity College, Cambridge. Williams was a man of varied scholarship and kindly manners, with an aptitude for imparting knowledge in an attractive and easy, though somewhat desultory way. We have heard some of the best Academy men in Oxford attribute their acquaintance with the real principles of Greek and Latin scholarship to him. He was succeeded by the Rev. Dr. Hannah, Fellow of Lincoln College. His great powers as a teacher, and, above all, his administrative powers, brought the school to a high point of excellence. He left the Academy to become Warden of Trinity College, Glenalmond, in 1854, and in ten years he has brought it by his own efforts to its present eminence.

Amongst the under masters have also been men of distinction, and the Academy in their case has often proved a stepping-stone to higher preferment. Professor Macdougall of Edinburgh, Professor Maclure of Aberdeen, the late Professor Ferguson, also of Aberdeen, Professor D'Arcy Thompson, were all classical masters at the Academy. So also was the Rev. R. Payne Smith, D.D., who has recently been appointed to the Regius Professorship of Divinity in Oxford.

Former Pupils.

The list of honours gained by former pupils within the last five years is the greatest of any school in Scotland. It is as follows :—

Oxford,	. . .	13 First Classes.
		9 Second Classes.
		7 College Scholarships or Exhibitions.
		2 Gaisford Greek Prizes.
Cambridge,	. .	2 Fellowships.
		3 Scholarships.
		2 First Classes.
Edinburgh,	. .	27 Medals or First Prizes.
		2 Fellowships.
		3 Scholarships.
		1 First Class for Degree of M.A.
		1 Second Class „
Glasgow,	. . .	7 Medals or First Prizes.
		3 Snell Exhibitions.
		1 Ferguson Scholarship.
Courts of Law, London,		2 Exhibitions for the best Examination in Equity and Common Law.
Direct Commission,	.	4 times first on the List, once second.
Indian Civil Service,	.	6 Places, once first on the List.

Twice in the last three years the Academy had the first prize in Greek at three out of four of the Scotch Universities, and the first place in the list for direct commissions in the army.

The honours gained by duxes and pupils since the opening of the school would swell the list unduly. The dux in its second year was Archibald Campbell Tait, who was subsequently a Snell Exhibitioner from Glasgow to Balliol, then Fellow or Tutor of Balliol, Head Master of Rugby, Dean of Carlisle, and is now Bishop of London. Among the other duxes were John Mackintosh, Professor Sellar of Edinburgh, and Professor Lewis Campbell of St. Andrews. Perhaps the name of greatest promise amongst them all is that of George Rankine Luke, whose early death was a public calamity. No one ever, in so short a time, did so much for Christ Church and for Oxford.

Organization.

The regular course is one of seven years, but boys are admitted for any portion of that time. One peculiarity of the Academy, as distinguished from English public schools, is that it is entirely a day school ; another, that promotion is from class to class, by seniority, irrespective of merit. A boy commencing his school education enters the first or junior class, and is taught by the same classical master for four years, during which he belongs to the 1st, 2d, 3d, and 4th classes in succession. He does not go up in the school by examination, nor does he change from one classical master to another. For the three last years of his course he is under the rector, assisted, however, by the same classical master with whom he has already spent four years.

The Edinburgh Academy.

In the three junior classes all the boys are taught exactly the same branches; but for the fourth and subsequent years the school is separated into two divisions. One of these is the 'Classical' school, the other is the 'Modern.' A boy may select one or other of these schools at the end of his third year, or, in exceptional cases, earlier; but when the choice has once been made, there is not in general any further option as to the particular studies to be pursued. The basis of the ancient classical school is Latin and Greek; of the modern school, modern languages and mathematics.

Classical and Modern Schools.

The division of the Academy into two schools, classical and modern, is of last year's date. For eleven years previously there had existed the germ of this division in a very imperfect and unsatisfactory state. The four highest classes were divided each into ancient and modern 'sides.' Generally speaking, at the end of the fourth year, the class divided into two parts. In one of these were the boys who intended to prosecute a classical course; in the other were those who had mostly made little progress in classics, and who were glad of some easier course of study. They were relieved from a certain portion of their Latin and Greek, and in their room were substituted more English, French, German, mathematics, or other study. In so far as they continued to learn classics at all, they were taught along with the ancient side, and in their other studies also the two sides were kept as much as possible together. This was found to be unsatisfactory, and one curious result used year after year to appear in the annual examinations, viz., that the best boys in what ought to have been the modern side's strong point,—namely, modern languages, and mathematics—were invariably the best boys of the ancient side. As recently as the year 1866, there is the following passage in the report:—'The Classical examiner thinks it right to 'call attention to the fact that those boys who have done best in classics are, on 'the whole, the boys who have also done best in mathematics, English, French, 'and German.' Somehow the 'modern' side came to be regarded as simply the less working half of the class, and the substitution of English, French, and mathematics in the room of classics a concession rather to their intellectual inferiority than to their educational requirements. The 'modern side,' therefore, was a partial failure. Some change was absolutely necessary, and it was made by a complete separation of the 'sides,' and a division of the Academy into two schools, to be taught altogether apart from one another. In the words of the directors—'The principal feature of the alterations consists in the abolition of 'the present division of the upper four classes into the classical side and the 'modern side, and the formation of a modern school, parallel with, but distinct 'from, the classical school. The new modern school is to be divided into *two* 'classes, to be called "the upper modern class" and "the lower modern class" 'respectively, with prizes for each as in the Classical Department of the school.' In regard to this school, a radical change is to be made in admitting and promoting boys. 'It is further intended,' say the directors, 'that admission to the '*upper* modern class shall, *in all cases*, depend on the ability and progress shown 'in a written examination to be held at the close of the previous session; and 'that boys joining the Academy for the first time, and seeking admission to 'either of the modern classes, shall be subject to a similar test. Should the 'experiment of making advancement from the lower to the upper modern class, 'dependent upon the proficiency shown in an examination, prove successful, the 'directors will consider whether and how far such a rule—new to the Academy, 'but in force in all the large English schools—should be extended to the classical 'school.' In order to carry out these changes, an addition of two masters was made to the former staff, and the fees also were slightly raised throughout the school.

Distribution of time and studies.

The school hours are from 9 till 3 every day, except Saturday, which is now a holiday. In the *classical school*, three hours and a half are every day devoted to Greek, Latin, history, and geography, and two hours to English and elocution, mathematics, writing, French, German, etc.; while, in the *modern school*, one hour is devoted to Latin and ancient history, and four hours and a half to English and the other branches specified above; three or two intervals of a quarter of an hour each being allowed for play to all classes in the school, according to their age.

Both of the 'schools' are subjected to periodical written examinations during the session, and to a special examination at the end. The examiners in both cases

The Edinburgh Academy.

are Oxford and Cambridge men. The periodical examinations were introduced last year. The directors say of them :—'The object of these examinations is 'partly to test the progress of each pupil in the general work of the school, and 'partly to accustom the boys to the system of written examinations, which are 'now so general as an introduction to the learned professions, and to many 'branches of the public service. It has been found that the power of answering 'examination papers can only be acquired by practice, and that in an examina-'tion many candidates fail from want of presence of mind, or in consequence 'not knowing the best way of proceeding when a paper is put into their hand;' and in the way of results, the examiners say—'Already we think we see a 'marked improvement in the style in which the questions are answered. The 'boys already seem to understand the theory of written examinations better 'than they did at first, as is evident by the fact that the proportion of bald and 'irrelevant answers is much less in the recent than it was in the previous 'examinations.' These examinations embrace all the classes except the first and the seventh.

The examination at the end of the session is a competitive examination of all the rector's classes. The subjects are classics, modern languages, divinity, history and geography, mathematics, English, and an English essay. A prize is given to the best in each of these subjects, and those who are thought to have done well are arranged in order of merit. Generally speaking, the 7th class carries off the lion's share of the prizes, but it not unfrequently happens that good boys of the 6th and 5th classes take high places in the order of merit, and occasionally they are first in the special subjects. The examination serves, therefore, as a stimulus to all the rector's classes, and in an especial way as an actual trial of strength for the seventh.

Buildings, etc.

The site and buildings of the Academy are good. They cannot compare in beauty or effect with the High School; but although plain and massive, rather than elegant, they are admirably suited for their purpose. In the centre of the main building there is a large common hall, where prayers are said every morning, and in which all the classes assemble. It is used also on state occasions, and more particularly on the exhibition day, when the prizes are distributed. It has a small gallery running nearly round it. From the common hall doors open into the rector's room and the rooms of the classical masters. Altogether the class-rooms, independent of the common hall, are capable of accommodating 1700 on the usual scale of accommodation. This is on the supposition, however, that the boys are properly distributed at all times over the different rooms. The real limit is the accommodation of the rector's and the classical masters' rooms. In them there is ample accommodation for 600 pupils. The numbers have varied from 300 to 500, of late years averaging 400. The main building stands in the centre of a playground of three acres, with covered sheds for exercise in wet weather. There is also a cricket ground of nine acres at some distance from the school, 'for the exclusive use of such of the present and former pupils as choose 'to pay the small annual subscription necessary to defray the expenses of the 'field.'

Finance.

There are no endowments connected with the school. There is, however, a prospect of an Exhibition to the University of Oxford being established at an early date. The treasurer's abstract of income and expenditure for the year ending July 1866 was as follows :—

Income.

1. Arrears collected,		£3 15	0
2. Fees collected,		4,661 12	6
		£4,665 7	6
3. Contribution from Messrs. Roland, fencing masters,		10 0	0
4. Sale of Prize Lists,		9 10	0
5. Interest on bank account,		23 5	9
Sum of Income,		£4,708 3	3

The Edinburgh Academy.

Expenditure.

1. Public and parochial burdens, feu-duty, insurance, etc.,	£140	13	9
2. Printing and advertising,	100	8	6
3. Repairs and furnishings,	77	13	4
4. Cleaning and fires,	73	15	2
5. Prizes,	81	17	7
6. Interest paid,	151	0	10
7. Rector's and master's salaries,	3,676	15	2
8. Miscellaneous expenses, including janitor's salary, fees to examiners, stationers' accounts, etc.,	206	7	10
9. Expenses of management,	54	0	0
Sum of Expenditure,	£4,562	12	2
Balance of Income,	145	11	1

State of Debt.

Amount of debt as per last State, at 30th June 1865,				£2,508	8	6
Deduct surplus of Income over Expenditure as above,	£145	11	1			
Donation towards liquidation of the debt,	5	0	0			
				150	11	1
State of debt as at 30th June 1866,				£2,357	17	5

Fees.

The fees are payable quarterly in advance, and are as follows, there being no extra fees or gratuities whatever :—

1st class (quarterly),	£2	15	0	(or yearly)	£11	0	0
2d „ „	3	7	6	„	13	10	0
3d „ „	3	12	6	„	14	10	0
4th „ „	3	17	6	„	15	10	0
5th „ „	4	5	0	„	17	0	0
6th „ „	4	5	0	„	17	0	0
7th „ „	4	5	0	„	17	0	0
Lower Modern, „	4	5	0	„	17	0	0
Upper Modern, „	4	5	0	„	17	0	0

MASTERS.

The staff of masters consists of—

Rector.
4 Classical masters.
Mathematical master and assistant.
Writing master and assistant
English master.
French master.
German master.
Master for Fortification and Civil Engineering.
2 Drawing masters.
Fencing master.

Qualification.

Of these, the rector and one of the classical masters have English University degrees. The three others are graduates of Edinburgh or Glasgow. The mathematical master is M.A. of Trinity College, Cambridge, and his assistant is M.A. of St. Andrews. The English master is LL.D. of Trinity College, Dublin. The French and German masters have degrees, the one from Paris, the other from Berlin.

Rector.

The present rector is the Rev. Dr. Hodson, of Balliol and Merton Colleges, Oxford. To him is mainly, if not wholly, due the separation of the Academy into two distinct schools, and the introduction of French from the first year of the course. The school in his time has increased in numbers, and its prosperity in other respects has not diminished.

The rector's office in the Academy is a reality, and not a mere name. He has not the appointment or dismissal of the masters, but he is the sole medium of communication between the school and the directors. He is the acknowledged head of the whole institution, and is responsible for the internal arrangements and working of the school. He exercises such superintendence and control over the masters as he chooses, can at all times visit their class-rooms, and examine their classes either orally or in writing.

The Edinburgh Academy.

As a matter of fact, however, each master is left very much to himself. His hours of teaching and his subjects are defined, but he follows his own method in the way of instruction and in the enforcement of discipline.

Under masters. Tenure.

In regard to the tenure of office, the secretary's answer is very explicit:—'The 'rector and masters hold office at the pleasure of the directors.'

Income.

It is impossible with absolute certainty to state the emoluments of all the masters, as these depend not only on the numbers in the school, but also, in the case of the classical masters, on the number in each particular master's class.

On an average of the last eight years, the rector's income is stated by the secretary to have been	£669	0	0
For the same period, the average of the classical masters' has been	389	0	0
,, ,, mathematical master, ,,	374	0	0
,, ,, modern language master (now separated into two masterships), . .	374	0	0
,, ,, English master, . .	252	0	0
,, ,, writing and arithmetic master, ...	211	0	0

This is independent of assistant masters in the writing and mathematical departments. Averages, however, are very deceptive, and it would be nearer the truth, in speaking of the classical masters' incomes, to say that they vary from £250 to £500 a year, according to the particular class that each master has, and the amount of popularity that he enjoys. The rector and most of the other masters take boarders, but none of them have houses attached to their office.

Pupils.

The boys belong exclusively to the middle and upper ranks. The school, indeed, was founded expressly for them. It does for the West End of Edinburgh what the High School does for the East; for the professional classes what the latter does for the great body of the citizens. This is speaking roughly, however; for there are sons of ministers, lawyers, doctors, and country gentlemen in the High School, and there is no lack of citizens' sons in the Academy. The social distinction between the schools is narrowing every year; but the higher rate of fees at the Academy tends to keep it more exclusive. The boys belong mostly to Edinburgh and its immediate neighbourhood; but there is a considerable number also sent from all parts of the country, as well as from India and from the colonies, to board with some one in Edinburgh, and to be educated at the Academy. Nor is it an uncommon thing for whole families of strangers to settle for a time in Edinburgh for the education of their children. In the Prize List of last year, out of 13 boys in one class who gained prizes, 8 were from Edinburgh, 1 from Ayrshire, 1 from Hong Kong, 1 from Kirkcudbright, 1 from London, and 1 from Argyleshire.

Length of course.

The full course is one of seven years; but the majority of the boys leave at the end off the fourth, fifth, and sixth years. A class of 80 at its first commencement does not fall off much or at all for three years. In the fourth year it will decrease about ten per cent. As a fifth class, it will be reduced to 50. As a sixth, to 25; and as a seventh, to 8 or 10. The material of which it was originally composed may, however, have undergone very serious changes; and perhaps only 3 or 4 of its original members complete the course.

Pursuits for which they leave.

The boys leave school for business or professional life. Of those who go away at the end of the fourth or fifth year, a considerable number go to other schools; many to schools in town, where they may attend any classes they choose, and where there is no enforced curriculum. The numbers who go to college vary from year to year. In answer to our inquiries on this point, the rector says,—'Many go to Edinburgh College, '6 or 7 to Oxford, 2 or 3 to Cambridge, 4 or 5 each to Glasgow and St. Andrews.' Most of those who go to Oxford and Cambridge take some English public school on their way, or pass through Glasgow College.

Number of pupils.

The number of boys enrolled since the beginning of the present session is 399. Of these, 22 have left the school; so that the number now on the roll is 377. There were in attendance at the time of our visit 327. Of these numbers, there were in the classical school 333 on the roll, and 286 in attendance; and in the modern school 44 on the roll, and 41 in attendance.

The Edinburgh Academy.

Examinations.

Besides several days spent in mastering the organization and details of the school, we spent two days, from 9 till 3, in visiting and examining the different classes. Every facility was given us by the rector, and much of our information is due to him. Here, as in the case of other large schools that we examined together, we divided the work, so that every class and every department should be visited. The masters not only taught in our presence, but allowed us to take the classes into our own hands. We set several papers, also, for Latin prose, mathematics, arithmetic, French, German, and English.

In the rector's three classes we found 57 boys in attendance. The 7th class, 8 in number, mostly about sixteen or seventeen years of age, were reading Thucydides, the '*Frogs*' of Aristophanes, and the *Odyssey*, with Horace's *Epistles*. In Aristophanes, the boys translated freely and accurately the day's lesson, and those of several days preceding. Their knowledge of the derivation of words and their connexion with other cognate languages was quite remarkable. A passage was selected from the *Odyssey* that they had never seen before, and except in the case of a very few strange words, it was made out without mistake. The tone and bearing of the boys in this and in the other rector's classes were very good. But the 7th especially was noticeable for one good point, the absence of anything like a tail or a fag-end. Whilst there were degrees of excellence, nearly all were able to work well together. In Latin, the same class was examined in one of the *Epistles* of Horace, and the general questions on every subject—grammatical, historical, and critical—were answered extremely well.

The 6th class, of 20 boys, had just finished the *Medea* and were beginning the *Hecuba* of Euripides. The upper half of the class showed the same kind of excellence as the 7th in translation, parsing, and the derivation of words. The 5th class were reading Virgil, Homer, and other Latin and Greek authors. To save repetition, we would merely say that the impression made in all the rector's classes was, that the teaching throughout was scholar-like and accurate. In only one class did we find a want of grammatical knowledge of Greek.

The Latin prose of the rector's classes was the least satisfactory part of their work. One passage of English was set to the 7th class, and an easier passage to the 6th, with the following result :—

Seventh Class. Total number of Marks 100.				
No.	*Marks.*	*No.*	*Marks.*	
1	55	5	60	Average 44.
2	40	6	0	
3	20	7	30	
4	60	8	90	

The average gained was only 44½, and only 1 boy out of the 8 had above 60 marks. In Aberdeen, the average for the same passage done by 37 boys was 59, and 21 of the whole number had more than 60 marks. In the Edinburgh High School, the average number of marks for the same passage done by 10 boys was 49. Three of them had above 60 marks. The highest number of marks gained in any of the three schools was 90—by an Aberdeen boy and by an Academy boy.

Sixth class. Total number of Marks 100.				
No.	*Marks.*	*No.*	*Marks.*	
1	25	11	35	Average 66.
2	50	12	70	
3	55	13	50	
4	75	14	30	
5	15	15	55	
6	35	16	40	
7	65	17	20	
8	65	18	75	
9	45	19	50	
10	25			

The Edinburgh Academy.

The average number of marks was 46. In the High School it was 40. And in Aberden it was 43 for the same passage.

In the four junior classes, we heard the classical masters teach, and were allowed to put any questions to the classes that we pleased. Throughout, the teaching was energetic and good. Two of the classes, however, did not seem to us perfectly satisfactory in point of discipline. The drill in Greek grammar in one of the classes was remarkably good. The numbers in these classes were as follows :—

In the 1st, . .	40
„ 2d, . .	94
„ 3d, . .	91
„ 4th, . .	47

Each of the masters of the three junior classes teaches also one of the upper classes in conjunction with the rector, the same class, namely, that he has had from the beginning. The master of the 4th class, by a recent arrangement, has under his superintendence the classes of the modern school, each of which he takes daily for an hour in Latin and history.

The classical school was also examined in some of the other branches besides Latin and Greek ; but to save time they were taken here along with the modern school. In French, a selection of the upper modern and the whole 7th class were set a mixed paper, for which the total number of marks was 225. By the 7th class, the average gained was 59, and the highest and lowest numbers were respectively 105 and 30. The average gained by the boys of the 'modern school' was 60 ; and the highest and the lowest numbers respectively were 160 and 25. The time allowed was only three-quarters of an hour, and the papers on the whole were well done. The translation from French into English was done by all. Two boys wrote a dialogue in French upon the character of Napoleon III. One of them did it very well. None of the boys, however, made anything of the translation from English into French, and indeed hardly any one tried it.

The examination in German was confined to the 'upper modern' class. The paper set was an easy one, and was only moderately well done. The boys, however, have only been a short time with their present master, and it would be unfair to judge yet of the results. The more so as the papers, though marred by many mistakes, showed considerable grammatical knowledge ; and the general impression left was, that the teaching had been painstaking and exact.

In the *Mathematical Department*, besides hearing some of the classes *vivâ voce*, we set a paper on algebra to 7 boys, and a paper in Euclid to 7 other boys, all of the upper modern school.

This department promises to become one of the strong points of the school. Heretofore it has been overtopped by classics, for which the school has more especially laid itself out. The teaching was excellent. The result of the paper work was as follows :—

Algebra.			*Euclid.*		
No.	*Marks. Max.* 200.		*No.*	*Marks. Max.* 150.	
1	35		1	62	
2	61		2	64	
3	22		3	42	
4	20	Average 39.	4	77	Average 56.
5	35		5	55	
6	22		6	42	
7	80		7	52	

The *English Department* is taught by Dr. Collier, of Trinity College, Dublin. The classes were examined partly by the master himself, and partly by means of a paper set to the upper modern class. The following table shows the ages, the number of years each boy had been at this school, and the marks gained :—

The Edinburgh Academy.

No.	*Age.*	*Session at Academy.*	*Marks. Maximum* 150.	
1	17	7th	35	
2	15	3d	60	
3	15	2d	65	
4	17	2d	40	
5	16	3d	40	Average 41.
6	18	7th	35	
7	15	2d	25	
8	17	7th	50	
9	17	4th	40	
10	15	1st	20	

These papers were only fairly done. There were three questions—(1.) Derivations of certain words; (2.) A piece of Milton written without stops, to put into prose order and parse; (3.) An essay on the effects of the physical features of a country on the people. The second question was hardly attempted, the first indifferently done, and with one or two exceptions the essays were poor. The class is comparatively a new one, composed mostly of boys who have been some time at the Academy, and have thought that they had a turn for a modern education rather than a classical one. We regret that we did not join in the examination of some of the boys of the classical side, who do not study English at all in the 6th and 7th classes. They would probably have done much more of the paper. The average number of marks was only 41, against 65 in the High School. But there the boys were learning the regular classical course.

Arithmetic, etc.

The number of marks for a paper in arithmetic was 200. The paper was set to a selection of the lower modern school. The average gained was 58; the highest and the lowest being 100 and 40 respectively. The class had rather less than an hour to do the paper, instead of an hour and a quarter. They therefore did very fairly, and took the questions in the order in which they were set down. Only one got the length of the more difficult ones, but there appeared to be great equality in the work. On the whole, the paper was satisfactory as far as it went.

Of the *Writing Classes*, we can report most favourably. They are taught systematically and successfully. Owing to the numbers that sometimes attend at one hour, the room is occasionally overcrowded. The penmanship of the papers was on the whole good. An exceptional case was the Latin prose of the senior boys, one or two of whom wrote carelessly. In regard to the writing, the Oxford examiner of last year says,—'The neatness and clearness of the writing render 'the examiner's duty a pleasure rather than a toil.'

Remarks.

Of the school as a whole, we need offer but a very short criticism. It is probably, take it altogether, second to none in Scotland, and will stand comparison with the English public schools in point of scholarship and spirit. There is an impression given of strength by the work and appearance of the classes, and the honours gained by old Academicians in every walk of life are the best testimony in its favour. The weak point in the school is the rigid promotion by seniority. On this subject the rector has a very decided opinion, and the directors also are gradually becoming alive to the necessity, if possible, of some change. In their report on the modern school, they say that boys will only be admitted and promoted to its classes by examination; and that if the system is found to work, it will be extended to some extent to the classical school also. Connected with the present system is this other blemish also, that the classical department being the basis of the school, a boy's position in other departments depends on the Latin class in which he stands. A third-class boy is so, not in Latin only, but in writing, arithmetic and every other branch. The great difficulty in the way of any change being introduced in promoting boys from class to class arises from a circumstance noticed already, that the classical masters' salaries depend largely on the numbers in the class of each. The best and most successful among them would naturally resist any change. In a minor degree, also, parents would be opposed to the change, and would not readily bear the

The Edinburgh Academy.

apparent slight put on their children of being left on a lower form, while those who had begun their course with them were promoted to a higher. It is sometimes also urged that an improvement would be made in the Academy system if the classical masters were confined each to a special class, so that one and the same person should always teach the 1st class, another the 2d, and so on; and that one should be more especially conjoined with the rector in teaching the upper school. But it is doubtful if such a change would be beneficial. It would be felt as a very irksome arrangement by the masters relegated to the Rudiments and Delectus.

The large numbers in the classes are also frequently urged as an objection. It is to be borne in mind, however, in the first place, that their reduction would be fatal to the interests of the masters. As things at present are, the school being without endowment, and the masters without salary, if the classes were subdivided, and 100 boys, instead of being taught by one man, were given to three, the result would be a proportionate division of income. It may be said, however, that this is to view the question too much from the master's point, and that it is hard that the boys should suffer for his sake. Mr. Harvey ventures to think, however, that the present arrangement is not the worst, even for the boys themselves. A good master is quite able to interest and teach 80 or 100 boys in the earlier years of their course, and the very largeness of the classes serves to stimulate attention. In elementary schools, no doubt, no single man is able to teach 100 boys; but in the Academy, High School, and other schools, where the numbers are objected to, each man has his special subject. But, above all, with a change of system, the boys would most likely not have good masters at all. Inferior men would be willing to give their services for less pay, probably men who merely adopted the profession of teaching as a temporary expedient. On the whole, both from the boys' and the masters' point of view, *as things at present are*, Mr. Harvey would be inclined to say that any attempt to increase the staff of masters and to subdivide the classes would be prejudicial to the school. [H.]

Note.—Mr. Sellar does not agree with the last paragraph in this report.

XLIII.—EDINBURGH HIGH SCHOOL.

Edinburgh High School.

Visited March 27 and 28, 1867.

History.[1]

The earliest authentic mention of the Grammar School of Edinburgh occurs in the Town Council records for the year 1519. At this time David Vocat, clerk and orator of the convent, was head of the seminary, and parents and guardians are enjoined, under penalty of incurring a heavy fine, to send their 'bairnis' to no school but the 'principale Gramer Scule.' Previous to this date, there are traces of a school attached to the Abbey of Holyrood, which was opened by such of the friars as could be spared from ecclesiastical duty, and was frequented by the young nobility and those whose influence at Court enabled them to gain admittance. It appears also that a Grammar School existed in the Burgh of Canongate, 'not only sin reformation of religion, but also in tyme of papistrie, and 'past the memorie of man.' On the 4th of September, 1524, the Bishop of Dunkeld, as Abbot of Holyrood, with the consent of that monastery, nominated Henry Henryson as coadjutor and successor to Vocat. He was to have the sole privilege of instructing the youth of Edinburgh in classical learning; and he was enjoined to attend at the abbey in his surplice,—to assist at 'hie 'solempne festuale tymes,'—to be present 'at the hie mess and evin sang,' and make himself otherwise useful in the chapel. According to Spottiswood,[2] Henryson abjured popery in 1534. He must have left the High School before that time, for Adam Melville was head master in 1531. According to the Town-Council records of March 19, 1531, Melville was taken bound to make his scholars perfect grammarians in the space of three years.

About this time the school was held in a dwelling-house in Blackfriars' Wynd. The house had at one time been the palace of Archbishop Beaton, and of his nephew the Cardinal. In 1555, the scholars were removed to a house situated at the east side of the Kirk of Field, near the head of what is still called the High School Wynd. At the time of the Reformation, the head mastership was held by William Robertoun, who is designated as 'ane obstinat papeist,' and seems to have made himself unpopular in the town by attempting to corrupt the boys by his own religious tenets. For the first time the Town Council appear as taking an active part in the management of the school, which their funds supported. In 1562, they addressed a missive to Lord James Stewart, afterwards Earl of Murray, and besought him to use his influence with Lord Robert Stewart, who, as commendator of Holyrood, held the exclusive patronage of the school, in order that Robertoun should be removed from the office of master.[3]

The Council at the same time summoned Robertoun to produce his deed of presentation. For some time after this there appears to have been a constant strife between Robertoun and the Town Council, the Council endeavouring to dismiss him, and he endeavouring to retain his post. The Magistrates, in October 3, 1562, declared him incompetent, and prohibited him from discharging the duties of master, and appointed a successor. Upon this Robertoun laid his case before Queen Mary. The Queen ratified the abbot's deed of presentation in his favour; and in two letters given under her hand, and presented by Robertoun to the Town Council on January 17, 1564, preserved in the Town-Council records, she orders him to be reinstated, and ordains the Town Council to pay up all arrears of salary due to Robertoun. These express orders of the Queen the Town Council could not disobey. Robertoun was continued, and Thomas Buchanan, nephew of George Buchanan, was appointed assistant to Robertoun. Buchanan was at that time regent or professor in St. Salvator's College, St. Andrews. He

[1] For this account of the history of the High School we are indebted to Stevens's *History of the High School of Edinburgh.*

[2] *History of the Church and State of Scotland.* By Archbishop Spottiswood.

[3] To their missive is appended the following report, which is interesting, as containing the first mention of a determination on the part of the authorities to erect the University of Edinburgh:—'And for the upholding and sustening of the said maister and doctouris, 'as alssua of the regentis of ane college to be bigit within this burgh and biging of hos-'pitellis, that it be laboured with the Queen's grace to dispone and grant to the town 'the place, yairds, and annuallis of the freirs and altairegeis of the Kirk.'—Council Record, April 8, 1562.

Edinburgh High School.

remained but a short time, and Robertoun continued teacher until 1580, when he retired on an allowance of 200 merks.

Up to this time the appointment of the masters belonged, as we have said, to the commendator of Holyrood. But in March 1566, Queen Mary made a gift to the Town Council of the patronages and endowments in Edinburgh belonging to the Dominican and Franciscan monasteries, including that of the Grammar School. In 1584, Hercules Rollock was appointed master, and for some time the school was eminently successful under him.

About this period there is frequent mention of periodical disturbances, or 'barrings out,' carried on by the pupils of the High School. In 1580, the scholars were so turbulent that nine of them were committed to prison, and fined for their misconduct. In 1587 there was a formidable barring out, which was not quelled until the civic authorities were assembled, and an entrance obtained by shattering the principal door to pieces. When they entered, they found that, besides provisions for several days, the scholars had in their possession fire-arms of every description, swords and halberts and other weapons, which fortunately were not used on this occasion. On 15th September 1595, the most serious affair of this nature occurred. According to established custom, the scholars sought a week's holiday or 'privilege,' from the Magistrates. Their request was refused, and the boys, most of them 'gentilmenis bairns,' entered into a compact to revenge themselves upon the Magistrates. They provided themselves with fire-arms and swords, and in the dead of night took possession of the school-house, and strongly barricaded and guarded every entrance into it. Rollock having failed to effect an entrance, called in to his aid the municipal power. John Macmoran, one of the Magistrates, immediately came to the High School with the city officers to force an entrance. Upon their appearance in the yards, the boys became outrageous, and appeared determined to oppose to the utmost any attempt to force an entrance. William Sinclair, son of the Chancellor of Caithness, who appeared to be one of the most influential of the ringleaders, was seen to take his stand at a window overlooking one of the entrances, and commanding all that was going on without. Macmoran, not anticipating any danger, was urging his officers to force the door with a long beam used as a battering-ram. Sinclair remained at his window, threatening to shoot Macmoran if he did not desist.[1] He persisted, and had nearly burst open the door, when a shot in the forehead from Sinclair's pistol killed him on the spot. 'The haill tounis men 'rane to the scooll, and tuik the said bairnis, and pat them in the Tolbuithe: 'Bot the haill bairnis wer lattin frie, without ane hurte dune to thame for the 'same, within ane schort tyme thairefter.' They were tried by an assize, of whom the majority were peers of the realm. Shortly after this, Rollock was dismissed from the mastership, the Magistrates having declared his place vacant, and appointed a committee to shut the school, and to 'intromit witt the 'keys, if any there might chance be.'

Previous to 1593, nothing except Latin had been taught in the school. In this year it was thought desirable that penmanship should also be taught, and a teacher was appointed. A room was fitted up at the expense of the city, but no salary was allowed. The master was authorized to charge ten shillings Scots (tenpence sterling) quarterly from each scholar, In 1597, the course of study was completely revised. Four regents or teachers, 'learned and 'godly men,' of whom the fourth was principal, are to be appointed to teach the Grammar School, and the classes are to be arranged as follows:—

In the *first* or junior class, the Latin Elementary text-book of Andrew Simson—which was better known from the place of his zealous ministerial and scholastic labours as the *Dunbar* Rudiments—was employed, with *Colloquies* of Cordery; and on Sunday, the *Catechesis Palatinatus*. The *second* class were taught the rules of the first part of Pelisso, wrote exercises or versions thrice a week, and read the *Tristia* of Ovid and Cicero's familiar *Epistles*. On Sunday they committed to memory the Catechism 'lately set out in Latin.' In the *third* class they were instructed in the second part of Pelisso, the *Syntaxis* of Erasmus, Ovid's *Metamorphoses*, Terence. On Sunday, Buchanan's *Psalms*. In the *fourth* or highest class, the third part of Pelisso with Buchanan's *Prosodia*, Linacre *On the Construction of the Latin Language*, Virgil, Sallust, Cæsar's *Commentaries*, Florus, Ovid's *Epistles*. On Sunday Buchanan's "heroic" *Psalms*.

[1] 'Ane scholar bad him desist from dinging of the door, wtherwayis, he wowit to God, 'he sould schute ane pair of bulletis throw his heid.'—*Diary of Robert Birrel*, pp. 34, 35.

A code of 'orders' or regulations was drawn up about this time (1598) for the internal management of the school. In it the duties of the principal and regents are laid down, and the organization of the school is regulated with great minuteness. The principal was enjoined to convene once a week the doctors or regents, and all the classes, and then to try and punish general faults, 'according to reason.' He was officially to visit each class once a week, and ascertain if the pupils were obedient. If a regent neglected his duty, the principal was to admonish him twice or thrice, and if that had not the desired effect, his name was to be reported to the Council. No regent was permitted to put in advance or keep back any pupil without the consent of his superior; nor could he without the concurrence of the principal and the other regents divide his class. Those boys who had entered a particular class, unless found by the principal 'to hald with their marrowes' or equals, were not to be put back save at the quarterly examinations. Edinburgh High School.

The ascension of the three subordinate classes was directed to take place yearly, in February, and of the highest class in September, when the young men were transferred from it to the University. A few days before the ascension there was a strict examination. Each of the lowest classes was examined by the other three masters, the highest class by the second professor of the College, namely, by that professor who had received the class the year immediately preceding. Care was taken that there should be present the Magistrates, ministers, and 'sic of the advocattis as may be haid.' The boys were examined on the lessons which they had learned. The progress of the highest three classes was tested by questions and themes, the lowest by questions only. The quarterly examinations took place at Candlemas (February 2), Beltane (May 15), Lammas (August 1), and Martinmas (November 11).

In regard to *school fees*, the following regulations were at the same time passed:—The first regent was to have quarterly from each scholar thirteen shillings and fourpence; the second regent was to have the same sum; the third regent had fifteen shillings; and the fourth or principal, twenty shillings. Besides this, the principal was to be acknowledged by every boy at the school 'of ane quarterlie dewtie of XLD.' The teachers received *salaries* from the town; the first and second regents had twenty pounds, the third had fifty merks, and the head master had two hundred marks yearly.[1]

In the beginning of the seventeenth century an attempt was made to revert to the old state of things, and instead of having 'four maisters and four scholes,' the Council determined to have a principal and ushers. Their scheme was laid before the 'four sessiouns of the kirk,' and by the advice of the clergy they determined to give the new plan a trial for another year. About this time Hume, who had been principal regent, resigned, and became teacher of the Grammar School of Prestonpans, and Ray, who was Professor of Humanity in the Edinburgh University, was appointed in Hume's place. It is not uninteresting to find the head master of the metropolitan Grammar School preferring the same position in a provincial grammar school, and, at the same time, a professor in the University accepting the position of mastership in a school. In 1614 a fifth class was added to the High-School curriculum, and in it were taught the rudiments of Greek.

From this date until 1656 there is no notice of anything of importance having occurred in connexion with the school. There are several changes of masters, but little else. In 1656 there appears to have existed an impression, not dissimilar to that which exists in some quarters at the present day, to the effect that the classical classes in the University were 'poaching upon' and interfering with the higher classes in the Grammar School. It was agreed by the Town Council that 'two of their number should wait upon the College of Justice, to acquaint 'them that it has been moved to abolish the Humanity class in the University, 'as prejudicial not only to the Grammar School but to the College itself, and 'proposing that the salary of the professor should be employed some other way 'for advancing learning.' The College of Justice, without hesitation, refused to listen to such a recommendation. The High School classes, however, were recruited by the attendance of a number of boys from Heriot's Hospital, and for a century and a half thereafter, at which time a resident master was appointed to

[1] Twenty shillings or one pound Scots was equal to 20d. sterling, and a merk to 13⅓d. sterling. In other words, one pound sterling was equivalent to 18 merks, or 12 pounds Scots.

Edinburgh High School.

Heriot's Hospital, the more advanced boys from the Hospital attended the High School.

In 1658, the Library, which now numbers nearly 7000 volumes, was instituted for the benefit of the teachers and pupils. Eleven years after this, in 1679, the rector, and one of the doctors, staunch Presbyterians, were deprived of office, in consequence of their declining to adhere to Episcopacy.

In the early years of the eighteenth century, the school had fallen into decay, and great efforts were made to revive it, apparently with some success. During the past century Acts of the Town Council had frequently been passed for the prevention of private schools in order to secure the monopoly to the High School, and about the middle of the century the Privy Council issued a proclamation prohibiting all private Latin schools to be kept in the suburb or city. The consequence of which was that the following declaration was made by the individuals against whom the injunction was directed :—

'*Edinburgh, Jan.* 28, 1680.—We, under subscribers, keepers of Latin schools 'within this city, bind and oblige us, conform to the Court ordinance, that we 'shall, before the term of Whitsunday next, cease and forbear to keep Latin 'schools by teaching children within the city or privileges thereof; and shall not 'in time coming take upon us, each of us for our own parts, to teach Latin, or 'keep a public or private school for that effect in any time coming, under such a 'penalty as the Town Council think fit to impose upon us.—*Sic subscrib.* J. Hannay, George Young, W. Leesone, Robert Wilson, Walter Greenlaw.'

It appears to have been the case that whenever the school fell into decay or unpopularity the existence of private schools was assigned as the cause, and they were ordered to be discontinued. Such restrictions on free-trade in education have often been noticed in our reports.

In 1715, geography is mentioned for the first time as forming part of the school course. On September 15th of that year, the treasurer is directed to buy geographical maps for the scholars in the High School at a price not exceeding twenty pounds Scots.

In 1775, the class-rooms, which were low in the roof and uncomfortable, could not accommodate the numbers, which had greatly increased. It was determined to build a new school, and subscriptions to the amount of £2000 were raised. Among the subscribers were the Duke of Buccleuch, Alexander Wedderburn, the Solicitor-General of England, afterwards Lord Chancellor, the Earl of Hopetoun, and others. The Town Council subscribed three hundred pounds. The building was commenced in 1777, and appears to have been opened before 1780, because in that year a writing-master was appointed in lieu of Mr. Maclure, who had deserted his post. This Mr. Maclure had, in 1746, served in the battle of Falkirk, and was there taken prisoner by the rebels, who, on searching him, found under his waistcoat a large paper label bearing these words :—'This is the body of 'John Maclure, writing-master in Edinburgh; whoever finds the same is requested 'to give it decent Christian burial.'

There is little information worthy of notice from this time until 1809, when Dr. Adam, the rector, author of Adam's *Roman Antiquities*, died suddenly, having been seized in the school with an apoplectic affection. He was succeeded by Mr. Pillans, who was appointed in 1810. In 1820, on Professor Christison's death, Mr. Pillans succeeded to the Latin Chair, and Mr. Carson was appointed rector in his place.

About this time, a scheme for the establishment of two schools in Edinburgh began to be mooted, and it resulted in the foundation of the Edinburgh Academy and of the present High School. The foundation-stone of the latter building was laid on the 28th of January 1825, and the new building was opened on the 23d of June 1829, the Old School in Infirmary Street being sold for £7,500.

In 1845, Dr. Schmitz succeeded Dr. Carson as rector. In 1849, in addition to the instructions in elementary science, the Town Council agreed that instruction and lectures on natural philosophy and chemistry should be introduced into the High-School curriculum, and lecturers on these subjects were appointed.

In 1865, Dr. Schmitz resigned his rectorship, and Dr. Donaldson, the present rector, succeeded him. It was determined at this juncture that there should be a change in the system of education pursued at the High School.

Accordingly, in June 1866, the education committee of the Town Council drew up a report upon the proposed changes. Their report was accepted, and their recommendations in a great manner carried out. For the sake of clearness, and

to prevent all possible misconstruction of the scheme in force, we give in full the prospectus of the school :— Edinburgh High School.

'The patrons have resolved to carry out the following principles in the future management of the school :—

'1. That each teacher be appointed for a special department; that, for instance, a teacher of classics teach classics and collateral branches only; and a teacher of English teach English and collateral branches only. The advantages of this principle are patent. The teacher who confines himself to the teaching of Latin and Greek can devote his whole energies to excellence in that department. He can give his undivided powers to attain eminence himself in classical literature, and he can study with thoroughness the best modes of making his knowledge available for his pupils.

'In harmony with this principle, the patrons have arranged that the staff of the school shall consist of three masters, who are to give instruction in classics alone—the rector, and two classical masters; of two English masters, who shall teach English and modern history and geography; of a mathematical master, who shall teach mathematics and natural philosophy only; of a teacher of arithmetic, with an assistant; of a teacher of writing and book-keeping, with an assistant; and of teachers of French, German, drawing, gymnastics, and fortification. Lecturers on science will also give lessons.

'2. That a system of prescribed courses be established. It is not intended that these courses shall be absolutely imperative. Attendance on the Latin and English classes in the first four years, and on Latin alone in the fifth and sixth is absolutely imperative. All other classes are optional. But it is desirable that all the pupils should follow the prescribed courses; pecuniary advantages accrue to those who take them, and it is expected that reasons be assigned for departure from them.

'3. That every department of knowledge fitted for training the mind should be used in the school for that purpose, and that, therefore, the Natural sciences should be employed to educate. In harmony with this principle, botany, zoology, natural philosophy, chemistry, and physiology will be made auxiliary to forming the mind. The utmost care will be taken to prevent these classes from falling into mere general knowledge classes. They will be used to bring out those powers of the mind, such as observation and reasoning, by induction, which the natural sciences are best calculated to foster.

'The application of these principles is made in the following programme for Session 1866-67 :—

'CURRICULUM.

'The curriculum extends over a period of six years. The school is divided into six classes in harmony with this arrangement.

'*First Class.*—The first or elementary class commences the study of Latin. For this class the only qualification necessary is, that the intending pupil be able to read English with ease. With the Latin master, the pupil learns in this year the principal portions of the Latin grammar. He is much occupied in translating short sentences from English into Latin, and he reads from a Delectus or Reader. Under the English masters he is exercised in reading, spelling, dictation, English grammar, and short compositions. He also goes over the history of Scotland and the geography of the British Isles. He receives lessons in botany one hour a week. In arithmetic, the pupil is exercised in simple and compound rules, tables of weights and measures, reduction; and the *Advanced Side* in practice, proportion, and vulgar fractions.

'*Second Class.*—The second class studies in Latin, Phædrus, Cornelius Nepos, or any other author suitable to young pupils. The class is still occupied with the grammatical exercises, and has frequent repetitions in the grammar. In English the pupil now reads one of Sir Walter Scott's poems, or a similar easy English classic. He is still drilled in reading, spelling, dictation, English grammar, and composition. He also studies the history of England and the history of Rome. In geography, he learns the facts, both physical and political, connected with the various countries of Europe. He receives lessons once a week in zoology. In this year he commences the study of French. For this purpose he meets with the French master three times a week, but no lessons are prescribed, as it is intended that all the work should be done in the class. In

Edinburgh High School.

'arithmetic, the pupil is exercised in simple and compound proportion, interest; 'and the *Advanced Side* in vulgar and decimal fractions.

'*Third Class.*—In the third class, Cæsar and Ovid are the Latin classics gene-'rally read. Exercises from English into Latin are regularly prescribed, and 'systematic teaching of ancient geography, Roman antiquities, and prosody is 'given. The grammar is revised, and much additional matter, especially in 'regard to syntax, imparted. In English, the pupil reads Cowper or Milton, or 'some English author moderately difficult, analysing and paraphrasing, as well 'as finding out allusions and parallels. He is also drilled in recitation, spelling, 'dictation, English grammar, and composition. He studies the great events in 'the history of the world, from the fall of the Roman Empire till the Reforma-'tion, and becomes acquainted with the geography of Asia and Africa. He like-'wise reads the history of Greece. One hour a week is devoted to some branch 'of natural philosophy. He now gives a full hour daily to French, and is exer-'cised in French conversation and translation from French into English, and 'English into French. In arithmetic, the pupil is exercised in interest, discount, 'commercial allowances, buying and selling stock, with frequent revisal of 'former rules.

'*Fourth Class.*—In the fourth class the Latin classics read are Sallust or 'Cicero, and Virgil. Occasionally some of the Odes of Horace are studied, and 'the various metres are explained. There are frequent exercises in Latin com-'position, both in prose and verse, and instruction is given in antiquities, ancient 'geography, and other collateral branches of Latin study. In English, Milton, 'or some author of similar difficulty, is read and explained. Essays and other 'compositions are exacted. The pupil studies also the history of the English 'language and literature, and the great events in the history of the world, from 'the Reformation to the present day. He prepares the geography of America, 'and revises the geography of Britain. One hour a week is devoted to some 'branch of natural philosophy. In arithmetic the pupil is exercised in compound 'interest, progressions, extraction of the square and cube roots with applications, 'exchange.

'In this year pupils commence Greek. The grammar is taught, exercises 'from English into Greek are prescribed, and the pupil learns to read in some 'easy Greek author.

'Should pupils wish to perfect their knowledge of English rather than to com-'mence the study of a new language, the hour devoted by the rest of the class 'to Greek may be devoted by them to English composition and those other 'branches of English which are of immediate practical importance.

'The pupil continues the study of French, the master now conveying his in-'struction in that language, but it is permitted to those pupils who may wish to 'enter business after the termination of the fourth year to take German instead.

'The pupil may also have writing or book-keeping this year, without extra 'charge, but the subject is left entirely to the discretion of the parent or 'guardian. During these four years the pupil remains with the same classical 'master. If he has been diligent, he has acquired a good knowledge of Latin, 'he is well acquainted with some of the great English classics, and knows some-'what of the history of the English language and literature. He has made a 'special study of the histories of Scotland and England, Greece and Rome, and 'has surveyed the great events in the history of the world. He has also been 'led over the principal countries in the world, and has acquired a knowledge of 'many facts and principles of physical geography. He learns some of the facts 'of botany, zoology, and natural philosophy; and he has been practised in all 'the rules of arithmetic. While Latin is made a primary study, the other 'branches are so taught that they shall cultivate the mind, and give it strength 'and vigour, instead of dissipating its energies.

'*Fifth Class.*—From the fourth class the pupil passes to the rector. Three 'courses now lie open to him. He may make classics, or English, or mathe-'matics, the predominant study. But whatever be the main study, all the 'pupils of the fifth and sixth classes attend the rector for one hour together. 'During this hour Cicero and Horace are read, and the main purpose of the class 'is to make Latin a means of rendering the pupil more thoroughly acquainted 'with his own language, of cultivating his taste and disciplining his mind. 'Special portions of the histories of Rome and of Latin literature are discussed 'in lectures.

Edinburgh High School.

'If the pupil makes classics the predominant study, he attends the rector's special fifth class for Latin. The authors generally read in this class are Cicero, Livy, Tacitus, Horace, and Terence. The text is expounded with great care and minuteness, and lessons are given in Latin composition, both in prose and verse.

'He also attends the first class classical master for Greek. The authors generally read are Xenophon and Homer.

'In English, he studies more fully the laws of composition, the grammar and history of the English language, and some English authors, such as Chaucer and Shakspere, are read with care. He receives an advanced course of physical geography.

'He is also taught mathematics and German. He may if it is wished attend classes for writing, book-keeping, or French, without extra charge, but these classes are not reckoned as part of the prescribed course. In the French class, the highest French classics are read. In arithmetic the pupil is exercised in the *Text Book;* subjects taught depend much on the attainments of the pupils.

'*Sixth Class.*—In the sixth class the pupil, besides attending the rector's combined class, attends a special sixth class for Latin. In this class the most difficult Latin writers, such as Plautus, Lucretius, and Tacitus are read, and suitable exercises are prescribed in Latin composition both in prose and verse. He also attends the rector for Greek. In this Greek class the authors read are Homer, Herodotus, Thucydides, Plato, Demosthenes, the Tragedians, or others equally suitable. He also attends mathematics and German, and he may have book-keeping or French if it is wished, without extra charge, though these subjects are not part of the prescribed course.

'In English, he studies composition, the philology of English, the early English authors, the constitutional history of England, and the history of English literature. A course of logic is likewise given.

'The fifth and sixth classes combined receive lessons, once a week, in chemistry and physiology, these subjects being taken up each alternate year.

'*Mathematical Side.*—If the pupil is to make mathematics the predominant study, he attends the mathematical class two hours daily, and Latin only one hour. He also attends the English and German classes, and may have book-keeping or French without extra charge.

'*English Side.*—If he is to make English the predominant study, he attends the English master two hours daily. He studies Latin, and mathematics, and German, one hour each daily, and he may have French or book-keeping without extra charge.

It will be seen from this survey of the work done in the classes, that the aim of the High School is to give a thorough education. In the first three years, the course of instruction is the same for all. In the fourth, the pupil has a choice either of carrying out more completely his English or his classical studies. In the fifth and sixth, the arrangements are such that the pupils may be prepared for the University, for the artillery and engineer competitions, or for the Indian Civil Service Examination. The teacher of engineering is a trained engineer, both civil and mining, and he has had considerable experience in the practice of both departments. The school is likely to be recognised by Government, as one in which gentlemen may be prepared for civil engineer appointments under Government in India and the Colonies. A special class in Greek will also be formed by the rector, for reading the most difficult Greek authors, such as Pindar and Æschylus, and for Greek composition, should a sufficient number of pupils come forward. The object of this class will be to fit for the Indian Civil Service, and to help old pupils in competitions for University Scholarships, Ferguson Scholarships, or similar rewards of learning.

'In the first four classes, the only branches absolutely imperative are Latin and English. In the rector's classes, Latin only is absolutely imperative. But it is much to be wished that as many pupils as possible will follow the prescribed courses, and it will be seen from the table of fees that there is considerable pecuniary advantage in taking them.

'*Optional Classes.*—Classes for drawing, for fortification and civil and mining engineering, and for fencing, gymnastics, and military drill, are open to all the pupils.

'*Examinations.*—Quarterly written examinations take place in every class, under the direction of the rector and master of the class. At the end of every session the classes are examined by competent examiners, in conjunction with

Edinburgh High School.

'the rector and masters, and an annual exhibition is held about the end of July, 'in the presence of the Magistrates and Town Council, of the professors of the 'University, the clergy in the city, and other learned bodies, as well as of the 'public generally. Prizes, consisting of gold and silver medals and books, are 'then awarded for eminence in the various subjects taught.

'At the end of the fourth year, pupils are examined in writing on all the sub-'jects in which they have received instruction, and those who reach a certain 'number of marks receive a diploma signed by the Lord Provost, the Convener 'of the Education Committee of the Town Council, the rector, and the examiners. 'These certificates are of two classes, literary and commercial, the literary 'relating to classics and mathematics, and the commercial to modern languages 'and other branches.

'At the end of the sixth year a more difficult examination takes place, and 'higher diplomas are conferred on deserving pupils.

'The examiners in these great examinations are, besides the rector and masters, 'scholars of established reputation.

'*Religious Instruction.*—To the moral and religious training of the pupils the 'utmost attention is paid, the Scriptures being read in the junior classes, and 'the Greek Testament forming part of the course of the fourth, fifth, and sixth 'classes. The evidences of the Christian religion are systematically taught, and 'the school is daily opened with prayer.

General Plan of Study.

Hours.	First Class.	Second Class.	Third Class.	Fourth Class.
9—10	Writing.	Arithmetic.	English.	Greek or English.
10—11	English.	English.	Latin.	Latin.
11—12	English.	Writing.	Latin.	Latin.
12—1	Arithmetic.	Latin.	English.	English.
1—2	Latin.	Latin.	French.	Writing, Book-keeping, or Drawing.
2—3	Latin.	English.	Arithmetic.	French or German.
3—4	Drawing.	French or Drawing.	Writing or Drawing.	Arithmetic or Mathematics.

Hours.	Fifth Class.	Sixth Class.	Mathematical Side.	English Side.
9—10	Greek.	Mathematics.	Mathematics.	Book-keeping.
10—11	Mathematics.	Greek.	Mathematics.	Mathematics.
11—12	English.	Latin.	English.	English,
12—1	Latin.	Latin.	Latin.	Latin.
1—2	Latin.	English.	Book-keeping or Drawing.	English.
2—3	German.	Book-keeping or Drawing.	German.	German or Drawing.
3—4	French or Drawing.	German and French.	French.	French or Drawing.

Such, therefore, is the history of the High School down to the present day. We have dwelt at great length upon it, both from its position as the most important and one of the most ancient of the burgh schools in Scotland, and from the fact that more men of eminence have been trained in it than in any other school in Scotland.

It would extend this report beyond all reasonable limits if we were to give a full list of all those who began their education here, and rose to distinction afterwards, but we may mention a few of the more eminent. Out of a list of some three hundred names we select the following as a sample :—

NAMES OF EMINENT MEN EDUCATED AT THE HIGH SCHOOL.

Names.	*Years at School.*	*Afterwards*
Alexander, William, .	1763-1765,	Lord Chief Baron of England.
Blair, Hugh, . . .	1729,	Author of Sermons and Lectures on Rhetoric and Belles Lettres.
Boswell, James, . .	1756,	Biographer of Dr. Johnson.
Brougham, Lord, . .	1790-1791,	Lord Chancellor of England.
Cockburn, Henry, .		Lord Cockburn.
Drummond, William,	1599,	of Hawthornden. Poet and Historian,
Erskine, Thomas, . .	1723,	Lord Chancellor of England.
Ferrier, James, . .		Professor Ferrier.
Hall, Captain Basil, .	1797-1800,	Author of Voyages, etc.
Horner, Francis, . .	1792,	
Hume, David, . . .	1765-1767,	Author of a Treatise on *Criminal Law of Scotland.*
Jeffrey, Francis, . .		Lord Jeffrey.
Mackenzie, Henry, .	1753-1757,	Author of the *Man of Feeling.*
Scott, Walter, . . .	1779-1781,	Sir Walter Scott.
Stewart, Dugald, . .	1761-1766,	Professor of Moral Philosophy in the University of Edinburgh.
Tytler Patrick Fraser,		Author of the *History of Scotland.*
Wedderburn, Alexr.,	1741-1745,	Lord Chancellor of England, under the title of Lord Loughborough.

MANAGEMENT.

The management of the school is vested exclusively in the Town Council, and they exercise all the functions usually exercised by the managers of burgh schools.

BUILDINGS.

The site of the school building is excellent, and the whole structure forms one of the most architecturally beautiful objects in Edinburgh. It stands on a terrace cut out of the solid rock, sheltered from the north wind, but somewhat exposed to the east and west. Both ends of the main building admit two storeys of class-rooms, but the several apartments of the central portion occupy its whole height, by which adjustments a separate and easy access to the hall and all the class-rooms has been effected. Mr. Stevens describes the building in the following words:—

'The centre portico is hexastyle, and, having a double range of columns, projects considerably in front of the general façade. This distinctive feature of the building is of the purest Grecian Doric,—the general proportions and most minute details of the celebrated Athenian temple of Theseus having been closely adhered to. . . . . The length of the main building is nearly 270 feet, being 15 feet longer than the principal front of the University of Edinburgh; but if the lodges which contain the writing and mathematical class-room and the janitor's lodge be included, there is an architectural composition extending upwards of 400 feet.

'The hall, a splendid and well-proportioned apartment, occupies the centre, and is 75 feet by 43, and upwards of 30 feet high. On one side, and communicating with it, are the rector's class rooms, besides a private room. On the other side of the hall are the library and other apartments.

'The extremities of the main building are occupied with the teaching apartments of the classical masters. The building and playground occupy an extent of two acres, completely protected from the hill and the road in front by a wall and iron rail.'

There is accommodation in all the class-rooms for 1575 scholars; this is exclusive of the large hall.

FINANCE.

Bursaries.

The following bequests have been made at different times in favour of High School scholars:—

(1.) Dr. Robertson, who died in 1639, appropriated a sum of money, the interest of which he directed should be divided yearly by the Town Council of Edinburgh among four scholars of the High School. By his deed of mortifica-

Edinburgh High School.

tion, the destination is in favour of four poor scholars out of the Grammar School of Edinburgh, bearing the name of Johnston, whom failing, to four poor scholars out of Heriot's Hospital. These four bursaries are now converted into two bursaries of £12, 10s. each, and are awarded to students without reference to the original destination.

(2.) Mr. Penman, who died in 1765, left £387, 15s. 6d., part of the interest whereof, viz. £2, 5s. and £1, 16s., falls to be given to two scholars at the High School, to be held for four years. The patron of this bursary is Mr. Little Gilmour of Craigmillar, whom failing, the Presbytery of Edinburgh, and it is paid by the Senatus Academicus.

(3.) The dux of the High School, if he wish to prosecute his studies for one of the learned professions, and require assistance, is entitled to demand that the governors of Heriot's Hospital should present him to a bursary at their disposal of the annual value of £20, tenable for four consecutive years, during the students' attendance in the literary classes of the University of Edinburgh.[1]

(4.) Mr. Benjamin Mackay, sometime one of the classical masters of the High School, directed his trustees to invest £100 in the hands of the Town Council for the encouragement of literature and science in the High School, to enable them to award among other prizes 'a bursary of £10, to be presented in the great hall 'at the public examination quadriennially by the Lord Provost.' This bursary, the Town-Clerk informs us, has not yet been presented.

Salaries.

Previous to 1838, the salaries of the rector, the four classical masters, and the janitor (in so far as not provided from fees), the cost of prizes to the classes, and the cost of repairing and maintaining the buildings, were defrayed from the common good of the city. In 1838, 'The City Agreement Act' was passed. Section 18 of that Act directed that an annual sum of £2,500 should be paid to the Lord Provost, Magistrates, and Council 'for the maintenance and support of the College and Schools' of the City, 'in full of all demands competent to the said Lord Provost, Magistrates, and Council upon the said Harbour and Docks' of Leith, 'and other Property and Works, or the Income or Revenue thereof.'

By section 21, it was provided that, before the application of the £2,500 to the College and other purposes, a statement of the intended appropriation should be submitted to the Lords Commissioners of the Treasury, and their approbation thereof be signified in writing; and the Town Council were required to transmit annually to the Treasury an account of the appropriation and expenditure of the £2,500.

The allocation of the £2,500, approved by the Treasury in 1839, assigned £2,210 for College purposes, and £290 for High-School purposes.

The salaries of the rector, masters, and janitor, were regulated by this Act until the financial year 1845–46, when Dr. Carson was succeeded by Dr. Schmitz as rector, and the former was granted a retired allowance of £100 a year, and the latter an augmentation of salary of £66, 13s. 4d. (making the rector's salary £100 a year). Both of these allowances, amounting together to £166, 13s. 4d., were specially directed to be charged on the City's municipal revenues. On the death of Dr. Carson, in the year 1850-51, the rector's supplementary salary from the municipal revenues was increased to £106, 13s. 4d. per annum.[2] In 1854-55, the rector's supplementary salary was further increased to £166, 13s. 4d., and supplementary salaries were granted to the four masters of £15 each, and to the janitor of £5, amounting in all to £231, 13s. 4d., specially chargeable on the municipal funds. This sum, with the £120 of old salaries charged against the College and School's revenues, made the total salaries paid to the rector, masters, and janitor £351, 13s. 4d. The supplementary salaries of £231, 13s. 4d. continued to be set against the City's municipal revenues down to and including the year 1859-60.[3]

On 13th August 1861, the Magistrates and Council directed 'That all pay-

[1] Stevens's *History of the High School*, p. 143.

[2] At the same time, the Town Council undertook the payment of a moiety of the retired allowance of £120 to Mr. Samuel Lindsay, formerly one of the classical masters. The £60 a-year was paid from the City's funds for three years and a quarter, till Mr. Lindsay's death in 1853-54.

[3] 'Between 1838 and 1860 various casual payments on account of the High School were 'made from the City's municipal funds, viz.:—(1.) In 1841-43, £263, 17s. 1d. for pavement 'in front of the school; (2.) For temporary assistance in the teaching of certain classes:— '1842-50, £10, 10s.; 1851-52, £57, 10s.; and 1859-60, £10 = £78; in all £341, 17s. 1d.

'ments connected with education made by the City, from 1st August 1860, except the payment to the Burgh School of Canongate, be entered in the College and Schools Revenue Proper Account, and that any deficiency be charged against the Proper Revenue of the City.' Edinburgh High School.

This minute was, until July 1867, held to regulate the mode of stating the Schools Account; and, accordingly, from and including the year 1860-61, the whole expenditure by the City on account of the High School has been set down in the Schools Accounts, and the deficiency thereon annually placed against the municipal revenues.

In the three years 1861-62, 1862-63, and 1863-64, the revenues of the Schools Account consisted of the Leith annuity of £330 and the other revenues appropriated to schools purposes by the Act of 1861; and the expenditure charged thereon consisted of—(1.) Payments specially on account of the High School under heads similar to those charged upon the portion of the Leith annuity under the Act of 1838, including, however, the supplementary salaries as before explained; (2.) Burdens affecting the Statutory Revenues other than the annuity; (3.) Expense of advertising and printing as to bursaries in the patronage of the Town Council; and (4.) a portion of the general expenses of management, charged in terms of Act of Council, 9th August 1859.

On 6th September 1864 the Magistrates and Council approved tentatively of various suggestions made by the Education Committee as to the financial arrangements of the school. These suggestions, in so far as they affected the school accounts, may be stated shortly thus:—(1.) That a moiety of the rector's class fees should be placed to the credit of the general income of the school; (2.) That the rector's stated salary should be increased from £200 to £350; (3.) That the salaries of the classical masters should be increased from £35 to £52, 10s; (4.) That the matriculation fees, of which a separate account had been kept, and which were held applicable to the payment of the janitor, and to the maintenance of the library, should also be placed to the credit of the general account; (5.) That the payment of a new janitor to be appointed should be wholly by salary from the general funds, from which also a retired allowance should be provided for the then janitor; and (6.) That the cost of fuel and cleaning, and the maintenance of the library, should be charged on the general funds.

Under these arrangements, the school's statutory revenues and certain school fees, on the one hand, and the expenses which had been previously separately charged upon these funds, on the other, were blended and mixed up in the school accounts for the years 1864-65 and 1865-66.

For the year 1866-67, the revenue and expenditure may shortly be stated as follows:—

1. Account of the School's Proper (or Statutory) Revenues.

	Revenue.			
Ordinary,	Annuity from Leith Harbour,	£330	0	0
	Greyfriars' mortcloth dues,	55	12	0
	Feu, teind, and tack duties,	75	3	0
	Annuities from prices of Church patronages,	53	2	0
		£513	17	0
Casual,	From Duke of Buccleuch, teinds of Lempitlaw, *four* years, to Martinmas 1866,	1474	19	8
	Total statutory revenue,	£1988	16	8
	Expenditure.			
High School,	Salaries and retired allowances, including £100 as first moiety of Mr. M'Millan's,	£419	18	3
	For prizes, besides £18, 15s. 5d. charged on fee fund,	65	4	2
	Maintenance and repair of buildings,	163	2	0
	Miscellaneous,	27	8	8
	Total on account of the High School,	£675	13	1
	Carry forward,	£675	13	1

Edinburgh High School.

	Brought forward,	£675 13 1
Burdens on statutory revenues,		96 12 9
Advertising and printing in relation to bursaries,		8 14 10
Proportion of general expenses,		94 19 7
Total expenditure,		£876 0 3
Balance in favour of this Account,		1112 16 4
		£1988 16 8

II. Account of the High School Fee Fund.

Receipts.

Amount of matriculation and class fees (less £11, 5s. of arrears),	3817 8 0
Interest on bank account,	6 4 9
Total receipts,	£3823 12 9

Expenditure.

Fees allocated to rector and masters, as per following table,		£3297 19 10
Other payments charged upon the fees, viz. :—		
The remainder of Mr. M'Millan's retired allowance,	£50 0 0	
Janitors, last and present,	109 16 6	
Coals, cleaners, etc.,	59 15 9	
Library expenses,	31 10 4	
Printing and advertising,	161 15 9	
Prizes (additional),	18 15 5	
Management, as fixed by Council,	25 0 0	
		450 13 9
Expenses of examinations incurred, but not paid (estimated at)		20 9 3
		£3775 2 10
Balance in favour of this Account,		48 9 11
		£3823 12 9

III. Income of the Rector and Masters derived from Salaries and Fees, Year 1866-67.

		Salaries.	Fees Allocated.	Total.
1.	Rector,	£200 0 0	£414 19 9	£614 19 9
2.	Masters, viz.,—Classical (Mr. Carmichael),	52 10 0	514 12 0	567 2 0
3.	Do., (Dr. Bryce),	52 10 0	476 15 6	529 5 6
4.	English, first,	....	407 5 0	407 5 0
5.	Do., second,	....	147 15 0	147 15 0
6.	French,	....	210 2 0	210 2 0
7.	German,	....	69 7 6	69 7 6
8.	Hindustani,	....	3 3 0	3 3 0
9.	Arithmetic,* Mr. Moffat, first and second quarter,	....	171 11 0	171 11 0
	Two assistants,	....	114 8 10	114 8 10
10.	Mathematical,	....	87 17 6	87 17 6
11.	Writing and book-keeping,	....	335 15 6	335 15 6
12.	Drawing,	....	61 1 9	61 1 9
13.	Fencing,	....	27 16 6	27 16 6
14.	Fortification,	....	25 10 0	25 10 0
15.	Lecturers on science (four),	....	137 19 0	137 19 0
16.	Examiners—Portion of Mr. M'Millan's allowance, £50: four Professor-Examiners, £42,	....	92 0 0	92 0 0
		£305 0 0	£3297 19 10	£3602 19 10

* The arithmetic fees for the session amount to £336, 4s. 6d.

Edinburgh High School.

Fees.

The following is the scale of fees per quarter :—

PRESCRIBED COURSES.

First class,	£2 2 0
Second „	2 10 0
Third „	2 15 0
Fourth „	3 0 0
Fifth „	3 5 0
Sixth „	3 5 0

If the prescribed course is not taken, the following is the scale of fees for the separate classes :—

IMPERATIVE.

First class for Latin and English,	£1 12 0
Second „ do.,	1 12 0
Third „ do.,	1 15 0
Fourth „ do.,	1 15 0
For Latin in rector's class,	1 10 0
For Latin and English in rector's classes,	2 0 0

OPTIONAL.

Greek,	£0 12 6
French, every day,	0 12 6
French, two or three hours a-week,	0 10 0
German, every day,	0 12 6
German, two or three hours a-week,	0 10 0
Mathematics,	0 12 6
Book-keeping,	0 12 6
Arithmetic,	0 10 0
Writing,	0 10 0

Optional Branches, not included in the prescribed Courses.

Drawing,—Figure, landscape, architectural, and perspective.—	
Two hours a-week,	£0 10 6
Four hours a-week,	0 15 0
Fencing, broadsword, gymnastics, and military drill,—	
One hour a-week,	£0 10 6
Fortification and civil and mining engineering,	2 0 0

MATRICULATION FEE,—5s. per annum, payable at entry, for janitor, library, maps, models, etc.

No other dues whatever.

Cost.

Attention has already been drawn to the fact, that the prescribed course is not imperative in all cases. Certain classes are imperative, and certain are optional. The cost of education will depend, therefore, on the number of classes attended, when the course is not taken. When it is taken the cost is, as above,

CLASSES

1.	2.	3.	4.	5.	6.
£8, 8s.	£10.	£11.	£12.	£13.	£13.

It appears, however, that 25 boys in all do not follow the prescribed course. Of these 5 are in the second class, 2 in the third, 10 in the fourth, 6 in the fifth, and 2 in the sixth. Of those in the second class, 3 attend the imperative classes only, and cost £6, 8s. per annum ; 1 attends book-keeping and arithmetic in addition to the imperative classes, and costs £10, 18s. per annum ; and 1 attends French, and costs £8, 8s. per annum. In the fourth class the highest fees amount to £12 per annum, and for that the pupil attends French and writing in addition to the imperative classes. The highest fees paid in the fifth class amount to £13, and for that the pupil attends Latin, English, book-keeping, and arithmetic. In the sixth class, the highest fees amount to £13, including Latin, Greek, and mathematics.

It would appear, therefore, that a boy may be educated at a minimum of £6, 8s., and at a maximum of £13. But fees for drawing are not included in

Edinburgh High School.

either of these amounts. For drawing, £2, 2s. must be added, which will bring up the maximum fee to £15, 2s. Only 41 scholars were returned as learning drawing. It will also be observed that a much better bargain is made by the parent in cases where the prescribed course is taken—at least there is a greater quantity and greater variety of instruction at the price.

Teachers.

The staff of teachers is as follows :—The Classical Department of the school is taught by the rector and two classical masters. The rector, Dr. Donaldson, is a graduate with honours in the University of Aberdeen, and studied both at New College, London, and at Berlin University. Dr. Donaldson was for two years Greek tutor at Edinburgh University, two years rector of the High School at Stirling, and for several years one of the classical masters in the High School before his appointment as rector. The classical masters are A. H. Bryce, LL.D., Trinity College, Dublin, and John Carmichael, A.M., of Edinburgh University, and F.S.A.

The English Department is taught by two masters, who devote their whole time specially to this subject. The senior master, Mr. Ross, is an alumnus of Glasgow University, and previous to his appointment to the High School, had been for seven years the classical, literary, and historical editor of *Chambers's Encyclopædia*. The second English master, Mr. Calvert, prior to his appointment, had been English master in the Inverness Academy, and principal of a classical academy in England.

The Modern Language Department is taught by a French master, C. H. Schneider, M.C.P., and by a German master, Mr. A. Von Ravensberg. The Mathematical Department is taken by two masters, Mr. Moffat and Mr. Lees, both graduates of Edinburgh University, and by an assistant, Mr. Findlay, also a graduate in Arts. Writing and book-keeping are taught by Mr. Cooper and an assistant. Drawing is taught by Walter Ferguson, F.S.A., who attended the University of Edinburgh, and studied professionally under the late Sir William Allan, R.A. The staff of masters also includes the following :—

Lecturers on Science.—Chemistry and Physiology, Dr Stevenson Macadam ; Natural Philosophy, W. Lees ; Zoology, J. B. Davies ; Botany, John Sadler, F.R.P.S., assistant to the Professor of Botany in the University of Edinburgh.

Fortification, Civil and Mining Engineering.—Lieut. John Mackie, Engineer.

Fencing and Gymnastics.—Captain Roland.

Hindustani.—Mr. Thomson.

Scholars.

The social position of the scholars at the High School is much the same as in all the burgh schools in the larger towns in Scotland. The fees are too high for the humbler classes, and the highest prefer to send their sons abroad or to England for their education. But all classes of the community, between the highest and the lowest, avail themselves of the school. This is apparent from a consideration of the following lists prepared for us by Dr. Donaldson, of the occupations of the parents of the first 21 scholars on the roll, the last 20, and the whole of the sixth class,—59 in all=15·7 per cent. of the whole school :—

The first 20 on the roll give the following results :—	The last 20 on the list give—
2 Clergymen.	1 Solicitor.
2 General drapers.	1 Shawl manufacturer.
2 Railway managers.	2 Colonels.
3 General merchants.	5 Farmers.
2 Doctors.	1 General draper.
1 Tea merchant and grocer.	1 Brewer.
1 Wine merchant.	1 Jeweller.
1 Teacher.	1 Lecturer on science.
1 Ironmonger.	1 Land steward.
1 Bookbinder.	1 Professor of music.
2 Cabinetmakers.	1 Superintendent Revenue Survey.
1 Sheriff officer.	1 Baker.
1 Professor.	1 Landed proprietor.
1 President of a bank.	1 Banker.
	1 Clerk of Session.

The Sixth Class :—

1 In the Educational Office of Church of Scotland.
1 President of Citizen's Bank, New Orleans (dead).
1 Farmer (dead).
1 Bookseller.
3 Retired gentlemen (1 formerly editor of newspaper, 1 a farmer, and 1 an indigo planter).
1 Parochial schoolmaster.
1 Professor in University of Edinburgh.
1 Publisher.
1 Glass merchant.
1 Editor of daily newspaper.
1 Land steward.
1 Landed proprietor.
1 Revenue officer.
1 Farmer.
2 Doctors of medicine.

Organization.

The organization of the school has been sufficiently exhibited in the earlier part of this report. It remains to state that the school meets for forty or forty-one weeks each year, leaving about eight weeks for holidays in summer, one at Christmas, and about ten days in October and April during the sacramental fast days of the Presbyterian Church. The boys are required to know English well on admission, and in dubious cases their knowledge is tested by examination. The school is examined quarterly by the rector and masters, and once a year by professors of the University appointed by the Town Council, the subjects being Latin, Greek, mathematics, English, etc. As this is the most important burgh school in Scotland, we have thought it well to give a complete list of the work done in the principal classes from October 1866 to June 1867 :—

Classical Department, Fifth and Sixth Classes.

Fifth Class—Greek.—Greek Testament, Acts of the Apostles, chaps. i.-xv. inclusive.

Bryce's *Second Greek Reader*—Extracts from Book IV. of Xenophon's *Anabasis*, pp. 55-99. Extract from Book I. of Homer's *Iliad*, lines 1-171.

The *Alcestis* of Euripides, lines 1-789.

Schmitz's Greek Grammar, chaps. i.. xiv., xvi.-xviii.

Synopsis of Syntax in Bryce's Reader, chaps. i.-iii.

Carson's Greek Exercises, pp. 1-22. Initiative Exercises in the Greek Reader, on the extracts from Xenophon read, pp. 415-429.

Latin.—Horace, *Odes*, Book I., 1-4, 6-12, 14-18, 20-22, 24-26, 29, 30, 37, 38 ; Book II., 10-14 ; Book III., 13-30 ; Book IV., 2-9, 12, 14, 15. *Epodes*—1, 2, 4, 6. *Epistles*—Book I., 1-4, 6.

Terence—*Adelphi*, lines 1-300 of the 'Andria'—Cicero—'In C. Verrem,' Act II., Book IV., chaps. 1-23.

Livy—Book I., chaps 1-27.

Roman History, from time of the Gracchi to time of Cicero and Julius Cæsar.

Roman Literature, from Livius Andronicus to Lucretius.

Wilkins's *Latin Exercises*, 1-18. Exercises in Bland's Hexameters.

Sixth Class—Greek.—The following have been gone over carefully :—

Greek Testament, Acts i.-xvi.

Homer—*Iliad*, Book I.

Sophocles—*Œdipus Rex*, 1-511.

Thucydides, Book I., 1-30.

The following have been done cursorily :—

Homer—*Odyssey*, Book XVI.

Sophocles—*Œdipus Rex*, 511 to end.

Greek Grammar.

Exercises in Wilkins and in Beatson, as in programme.

Edinburgh High School.

Sixth Class—Latin.—The following have been gone over carefully :—
Plautus—*Mostellaria*, 1-890.
Tacitus—*Agricola*, and *Annals*, Book I.
Horace—*Satires*, Book I., 9 ; Book II., 8. *Epistles*, Book I., 2-4, 6, 20. *Odes*, Book I., 1-4, 6-12, 14-18, 20-22, 24, 30, 37, 38 ; Book II., 10, 14 ; Book III., 13, 30 : Book IV., 2-9, 12, 14, 15. *Epodes*, 1, 2, 4, 6.
Cicero—*Accusat. in Verrem*, Lib. IV. 1-23.

The following have been gone over cursorily :—
Virgil—*Æneid*, Book VI.
Horace—*Ars Poetica*, 1-324.
Plautus—*Mostellaria*, 891 to the end.
Roman History, 133 B.C.-33 B.C.
Early Latin Literature.
Exercises in Wilkins and in Bland, as in programme.

Mathematical Department.

Mathematics and Natural Philosophy.

Junior Mathematical Classes—Algebra.—The elementary rules—simple equations ; problems ; extraction of square root ; extraction of cube root ; literal equations ; simultaneous equations.

Geometry.—The first three books of Euclid ; deductions.

Senior Mathematical Classes—Algebra.—Revision of elements ; simple equations ; problems ; evolution ; simultaneous equations ; fractions ; indices and surds ; quadratic equations ; problems ; progressions ; permutations and combinations ; binomial theorem.

Geometry.—Fourth and Sixth Books of Euclid (Fifth Book treated algebraically) deductions.

Trigonometry.—Solution of triangles ; mensuration of heights and distances ; analytical trigonometry.

Mensuration.—Surfaces and solids ; application of algebra to geometry.

Subjects of Lectures in Natural Philosophy.

1. The general properties of matter.
2. The centre of gravity.
3. The mechanical powers.
4. Pneumatics.
5. Hydrostatics.

—All illustrated by experiments, models, and diagrams.

English Department.

(1.) *With Senior English Master.*

The first class has read and been examined on Mackenzie's *History of Scotland*, from the invasion of the Romans to the period of the Reformation, and has also gone over the geography of the United Kingdom in Anderson's *Class-Book of Geography*.

The second class has read and been examined on the *History of England* (Collier), from the Roman invasion to the reign of Edward III., and on the *History of Rome* (Collier), from the building of the city to the fall of the Republic. A portion of the work has also been parsed and grammatically analysed twice a week.

The third class has read and been examined on the *Great Events of History* (Collier), beginning with the destruction of Jerusalem, and coming down as far as the Crusades. It has also gone over the geography of Asia, and part of Africa (Anderson's *Class-Book*), has had a course of Scripture geography, with sketches of the history of the nations adjoining Palestine, and has had weekly exercises in Mason's *English Grammar* (2/6). A course of English composition has also been given, and essays have been written at regular intervals.

The fourth class has been examined on the *History of France* (White), from the Roman conquest to the accession of Henri Quatre, and has gone over the geography of North and South America and Polynesia (Anderson's *Class-Book*). It

has also been examined on the course of English literature during the 18th and first part of the 19th centuries; and select passages from the best authors (prose and poetic) have been read to illustrate the criticism of the text-book (Spalding). In Dr. Graham's *Etymology*, the miscellaneous exercises, and part of the section on Greek derivation, have been gone over, and essays have also been written at regular intervals. Edinburgh High School.

In each of the four classes, there have been bi-weekly exercises in spelling.

The fifth class has been examined in English literature, from Surrey to Milton; and in Scottish literature, from Barbour to Buchanan. The text-book is Spalding, with additions (literary and historical), and analysis of the more celebrated works of the period by the master. The class has also read critically and etymologically the 'Prologue' to the *Canterbury Tales*, and the 'Knight's Tale,' and has likewise been examined on Bain's *Rhetoric*, as far as the section on Sentence and Paragraph, and on Page's *Introduction to Physical Geography*, the first 100 pages. Essays have also been written.

The sixth class has studied the course of English literature (Spalding), from Bede to Surrey, after the same manner as the fifth, but still more minutely. It has also read critically the 'Prologue' to the *Canterbury Tales*, the 'Knight's Tale,' and 'Hamlet,' and has been examined on part of the exercises in the General vocabulary in Dr. Graham's *Etymology*. It has gone over the same work as the fifth in Bain and Page, and has also written essays.

P.S.—In all the classes, the knowledge of the pupils has been tested by written quarterly examinations.

(2.) *With Junior English Master.*

First Class—Reading.—Mackenzie's *History of Scotland*, the whole; Chambers's *Readings in Literature*, about 150 pages.

Spelling.—Oral and by Dictation, from Coutie's *Word Expositor*, and the reading lesson of the day.

Grammar.—Mason's *Elementary English Grammar*, and exercises in parsing from the reading lessons.

Composition.—Weekly exercises, both oral and written.

Second Class—Reading.—Scott's *Lord of the Isles*, the whole; Chambers's *Readings in English Literature*, about eighty pages in prose and verse.

Recitations.—Weekly, from the *Lord of the Isles*.

Spelling.—Oral and by dictation, and *Analysis of Sentences*, from the reading lessons of the day.

Modern Geography (Anderson).—All the countries of Europe, except Great Britain and Ireland.

Composition.—Both oral and written exercises weekly.

Third Class—Reading.—Milton's *Paradise Lost*, Book I.; *History of Greece* (Collier's); *History of Great Events* (Collier's), from the beginning to the Reformation; Milton's *Paradise Lost*, Book I., analysed and parsed; the scriptural, classical, geographical, etc. allusions explained; passages committed to memory every week.

Ancient History.—The whole of Dr. Collier's *History of Greece*.

Spelling and Derivation.—Weekly exercises in dictation, and the Latin and French derivation of words occurring in the reading lessons.

Fourth Class—Shakspeare's *Julius Cæsar* read, analysed, and parsed, with explanation of the classical, historical, etc. allusions; passages committed to memory every week.

Grammar.—Arnold's English; the accidence and syntax, with questions and exercises on both; Dalgleish's *Grammatical Analysis*, all the exercises gone through orally, and some written.

Spelling.—By exercises every week in dictation.

Examinations.

The following table shows at a glance the numbers in the school, with the distribution according to subjects of instruction, and ages of the scholars:—

Edinburgh High School.

Subjects.	Number of Scholars on the Roll.	Number and ages of Scholars in actual Attendance when Circulars filled up.			
		8 and under 12.	12 and under 16.	16 and above.	Total all Ages.
Latin, . . .	376	65	232	29	326
Greek, . . .	79	...	50	15	65
English, . . .	373	65	226	27	318
French, . . .	212	11	161	16	188
German, . .	46	...	26	13	39
Mathematics, .	74	...	48	22	70
Nat. Philosophy,	106	1	79	7	87
Arithmetic, .	312	65	200	9	274
Writing, . .	231	61	149	3	213
Bookkeeping, .	56	...	45	11	56
Zoology, . .	100	14	69	...	83
Drawing, . .	41	2	17	5	24
Hindustani, .	1	...	...	1	1
Whole School, .	376	65	232	29	326

We attended in the different classes while the work of the day was going on, and examined most of them.

Classical Department.

Classical Department.—We commenced with Dr. Donaldson's sixth or senior *Greek* class. There were 10 boys present, 4 being accidentally absent at a medical examination. The class was reading *Œdipus Tyrannus* with the rector. There was much attention and good order on part of the boys, and the teaching was interesting. The top boys were very good. Parsing was accurate; the knowledge of accents was far above what is common in the best schools; better, probably, than is found in nine out of ten men who matriculate at Oxford or Cambridge. The translation was accurate, but wanted elegance, and the boys were weak in their knowledge of derivations.

In the sixth or senior *Latin*, there were 11 boys reading the *Agricola* of Tacitus. We were struck with the good sense and judgment of the teaching in this subject. The translation was made the chief point, and after it the attention of the boys was directed to the history of the period. Parsing, derivation of words, etc., were subordinate to these points, as they should be in an advanced class reading Tacitus.

The rector takes a combined class, consisting of the fifth, sixth, and modern school for one hour each day in Cicero. When we were present there were 60 in attendance. The system adopted was something of this sort: an inferior scholar, probably one from the modern side, was called up to make out a passage in the lesson of the day. After he had stumbled through it, another boy was called on to give the same passage in English without the Latin. In the more difficult parts this was not always attainable, and generally one of the sixth form boys had to do the passage before it was produced in polished English. There was no parsing given, and no general questions asked, nothing but translation. It was dull work, and it may be doubted if the system is altogether satisfactory. The theory of bringing the boys of the modern side for an hour every day under the rector appears plausible and good, but it may be questioned whether, as carried out, it is of much practical use. There was very little life or interest in the modern part of the class, and the work did not appear either to interest the classical division of the school, or to exercise their best faculties. It must be borne in mind, however, in this as in all our criticisms upon the school, that it was in a manner in a transition state when we visited it, and that the alterations in the organization of the school are still of the nature of experiments, and will take some years before they are matured.

The junior classes, four in number, are under two masters: the first and third being under Dr. Bryce; the second and fourth under Mr. Carmichael.

Edinburgh High School.

We were present while each of those classes was going through its daily work.

In the fourth class there are 56 on the roll, and there were 47 present. They were reading Sallust. The translation was not particularly good, but the grammatical questions and questions on general subjects suggested by the lesson were remarkably well answered. The teaching was lively and interesting, and kept the whole class active; the discipline was good. In the second class, there are 100 on the roll, and there were 83 present. This class first read their Bible lesson of the day, and were examined upon it. About a quarter of an hour was then given to ancient geography, Pillans's *First Step in Classical Geography* being the text-book. The questions asked here were elementary, but they were well answered by so young a class. After the geography, they did the lesson of the day in Jacob's *Latin Reader*. The system here seemed to be that each boy in order translates a word or two, and the last boy at the end of each sentence translated the whole of it. It was remarkable to see the order and discipline in this large class of 100 boys. The forms were not arranged in horseshoe shape as in the Edinburgh Academy, but in rows going back from the teacher to the wall, only 5 boys being allotted to each form. The result of this was, that the teacher faced the whole class, and all of them were so close to him, that he could not fail to see any want of attention. As it was, no boy had time to be inattentive, as any part of the class was liable to be called upon at any moment. The perfect order and quiet in this large class was very noticeable, and contrasted favourably with large classes in other schools, where the teacher himself could not be heard for the continual buzz and noise and bustle in the class. In the first and third classes also there was first-rate teaching and order. These classes number respectively 99 and 50. The arrangement of the boys in their classes here, as in Mr. Carmichael's, was such that the master commanded them at a glance, and had before him the lowest as well as the highest benches. There was plenty of vivacity in the teaching, and no one appeared to be neglected. One noticeable feature was a judicious use that was made of book-slates. Short sentences, or as in the youngest class, adjectives and nouns to decline, illustrating the lesson, were every now and then given to the class, and were written by all on the slates. The boys corrected each his neighbour's slate immediately above him, and places were taken according to merit. The whole exercise occupied only a minute or two in each case, and was at once a relief and a means of keeping up the attention of the boys. Of course this system is liable to abuse, and slovenly answers may pass on slates as easily as *viva voce*, but a judicious use of the system commends itself. In the first class, the boys were learning Bryce's *First Book*, and in the third, extracts from *Cæsar*.

In the highest classes two passages were set to turn into Latin prose, one to the 10 boys comprising the rector's highest class, and another to 13 boys of his junior division, with the following result :—

Senior.

No.	*Age.*	*Session at High School.*	*Marks.*	*Maximum* 100.
1	18	2	60	
2	18	1	10	
3	16	...	70	
4	16	2	65	
5	16	6	85	Average 49.
6	17	1	50	
7	13	1	0	
8	17	6	60	
9	16	...	50	
10	15	5	40	

The worst were those who had been only a short time at the school. If these were deducted, the average would be 60.

Edinburgh High School.

Junior.

No.	*Age.*	*Session at High School.*	*Marks.*	*Maximum* 100.
1	15	5	30	
2	15	1	75	
3	15	2	40	
4	15	4	60	
5	15	3	60	
6	15	5	75	
7	14	2	50	Average 40.
8	16	5	25	
9	15	5	45	
10	14	1	10	
11	14	4	35	
12	15	5	10	
13	15	5	5	

One of the two best exercises was done by a boy in his first session; of the three worst, two were done by fifth year boys.

Mathematical Department.

There are three classes, numbering 74, in *Mathematics*, consisting of the boys in the fourth, fifth, and sixth classes.

The examination was confined to written work. In *Euclid*, 8 boys, mostly in their second session, did a paper from the first Six Books in *Euclid;* 150 was the maximum, of which 50 was given for a simple deduction. The following is the result:—

No.	*Age.*	*Session.*	*Marks.*	*Maximum* 150.
1	16	2	94	
2	18	1	87	
3	16	3	86	
4	15	2	80	Average 75.
5	15	2	72	
6	17	2	66	
7	16	2	66	
8	15	3	50	

Algebra.

In *Algebra*, 21 boys, chiefly in their first session, did a paper. Most of the examples attempted were correctly done, but either the time was too short for them, or they knew no more, and few of the more difficult questions were attempted. 200 was the maximum; one boy got 90; none of the others got more than 50; the average was 41; the ages from thirteen to eighteen.

Arithmetic.

There are 312 in *Arithmetic;* 17 of the seniors did a paper on this subject, but it was not well done; 220 was the maximum, 55 was the highest number gained, and the average was only 20.

Modern Languages Department.

German.

In *German* there are two classes, containing 46 scholars. A paper was set to the 10 most advanced, who had mostly been a year and a half at grammar. It was a difficult paper, and was not attempted in more than two, or, at the most, three schools. The result was as follows:—

No.	*Age.*	*Marks.*	*Maximum* 150.
1	17	101	
2	12	100	
3	15	80	
4	16	76	
5	...	72	
6	15	59	Average 62.
7	15	47	
8	14	32	
9	13	31	
10	17	25	

These were much the best German papers that we have got. The teaching appeared excellent. Edinburgh High School.

The *French* classes are taught by Mr. Schneider. They are divided into four divisions, and each division into senior and junior classes. French.

First division meets three days per week, and numbers 49 in the senior, and 45 in the junior. The second division meets daily, and numbers, senior and junior together, 60.

The third division meets daily, and numbers, the senior 19, junior 13.

The fourth division meets twice a week, and numbers, senior 14, junior 12.

The total number of scholars is 212. The classes were small, and kept in excellent order, and the teaching appeared good. In the higher classes the conversational method is adopted, and each boy has to answer all questions in French. The system seemed successful here. Ten of the more advanced pupils did a paper very creditably upon the whole; 230 was the maximum; one boy got 108, one 92, a third 90; the average age was fifteen, average marks sixty-five. The translation from English into French was fair in most cases; dictation was good, and showed that the class was accustomed to it. The translation from French into English was not so good, and the grammatical questions were well answered by only three of the boys.

The theory of a modern education is more completely carried out in this school than in any we have visited, and there is something systematic in the *English* education given. The whole school attend the English classes. The first and second are taught history and geography; the third, composition in addition; the fourth is taught history, geography, literature, etymology, and grammar. In this class, the later period of English literature is given from the beginning of the 18th century. Spalding is the text-book, but the original authors are read and recommended. In the fifth class the literature of the Reformation is given down to where the fourth class began. Chaucer is read as a text-book, and commented upon. For composition, Bain's *Rhetoric* is used. His Grammar has been used hitherto, but the teacher purposes to give it up. English Department.

In the sixth class, literature is taught from the early Anglo-Saxon period to where the fifth class began, with readings from the authors. We were present while the fifth class were at their work. There were 27 present, and the teacher examined them on the origin of the Scottish language, and in physical geography. The teaching was more of the nature of lecturing than teaching, and the examination appeared a failure. The boys showed neither interest nor animation, and no intelligent knowledge of the subject. What was elicited from them came in the shape of fragments of answers, suggested generally by the teacher. In physical geography they were interested to a certain extent, but it was a boyish interest. They seemed to know the facts, the names of ranges of mountains, and such things as would enable them to gain places. But any deductions or generalizations from the facts were clearly beyond them. The teacher was aware of this, and attributed it partly to the fact that the school was in a transition state, and the department in its infancy. He hopes to bring up good classes in time, and instil a taste for literature into some of them. Ten boys from the sixth and the English side did a paper in grammar, and an essay; 150 was the maximum, and one boy who had been five and a half years at the school, aged sixteen, got 110 for his paper, another got 90, and a third 80. It was the same paper as that given at the Edinburgh Academy, but it was much better done. The boys are older here than at the Academy, and the highest class in the school was taken, whereas only the upper modern was taken in the Academy. The average at the Academy was 41, here 65; but one boy who had been only half a session got 20, which brings the average down from 70, or very nearly half marks.

In *Drawing* there are 41 pupils. Geometrical drawing, perspective, free-hand from both the flat and models, and colouring are all taught. The teacher says on this point:—'All these subjects have been taught by me in the 'High School during the last twelve years, and I am at present teaching them 'by trying to convince my pupils of the importance of *training their eye to see* 'correctly, and by so doing acquire habits of observation, which must necessarily 'conduce to their success in whatever business or profession they may be called 'to engage.' Drawing.

Edinburgh High School.

Lectures.

There is a feature connected with this school which, in a manner, distinguishes it from all others that we have visited. In addition to the classes there are lecturers in *science*. Dr. Stevenson Macadam delivers a course of lectures on *chemistry*. Mr. Davies teaches *zoology* for one hour per week to the boys of the second class, 100 in number. They are taught by means of text-books, oral lectures, specimen objects and diagrams, the latter both shown by the master, and handled by the boys themselves. 'At the commencement of the 'hour,' Mr. Davies writes, 'from ten to fifteen minutes are devoted to oral ex-'amination on subjects of last week's lesson. The boys also make notes as well 'as drawings of objects represented on the black-board. I have been greatly 'pleased with the interest displayed by the boys in the subject; the progress 'they are making in the study; and their quiet, orderly behaviour in the class.'

Mr. Lees teaches *natural philosophy* to the third and fourth classes in the school, numbering 106, for one hour per week. The class use Lees's *Catechism of Natural Philosophy* as a text-book, but they are taught chiefly by oral lectures. Specimen objects and experiments shown by the lecturer are also in use. The prospectus for the year includes mechanics, pneumatics, magnetism, and hydrostatics. The ages of the scholars vary from thirteen to sixteen years. We were unable to attend at any of these lectures, and cannot pronounce any opinion upon the effect of them.

One boy in the school is learning *Hindustani*, at a fee of £1, 6s. per quarter, or £5, 4s. per annum.

Remarks.

The impression which we have formed of this school is satisfactory. The theory of the education offered is wide, sensible, and thorough, and if carried out successfully in practice, cannot fail to keep up the popularity of the school. In the classical department the junior classes were well drilled and grounded, and in excellent discipline; the higher classes were carefully and judiciously taught, and gave evidence of accurate if not of polished and elegant scholarship. The mathematical department did not seem to us to stand so high as the classical, and the English department is still too young to have reached its best. Modern languages, so far as they go, are well taught. The school appeared to be working harmoniously. The relation of the rector and masters to the managing body, to each other, and to the boys seemed good, and the whole tone of the school appeared to us to be high.

[S.]

XLIV.—STIRLING HIGH SCHOOL.

Stirling High School.

History.

Visited April 1, 1867.

We have very little information with regard to the history of this school. The Town-clerk sends us the following note:—'The date and manner of the establishment of this school is not known, but the school or schools have been in existence for upwards of 100 years. Until 1853, there were three separate schools in different buildings. In one, known as the Grammar school, Latin and Greek were taught. In another, called the Writing school, writing, mathematics, and arithmetic were taught, and, in the third, the English school, English and geography were taught. In 1855 a new building (now called the High School of Stirling) was erected by the Town Council, aided by subscriptions, into which the masters from the three separate buildings were removed, and they have each their class-rooms in this new building.'

It is only fair to notice that the scheme for founding the new school was originated by a Colonel Tennent, who, in 1852, offered a subscription of £1000 towards the erection of a school suitable to the requirements of the town. His subscription was accepted by the Town Council, they supplemented it by a similar contribution, and in a short time a sum equal to £5000 was collected, and the present building erected.

Management.

'There are no written or printed rules' to regulate the school, the Town-clerk informs us, but the buildings and property are vested in the Magistrates and Town Council, and they constitute the managing body. They determine the hours, and the number of hours during which the pupils are to attend the various classes, and they fix the fees on the appointment of each master. They also appoint the masters, and have the sole right to dismiss them, but they do not interfere with regard to the admission or expulsion of the boys, or the studies or the discipline of the school.

Buildings.

The site of the school is good, standing as it does in a high and airy situation, and nearly in the centre of the town. The buildings, so far as they go, are good, but they are in an incomplete state. The offices are very bad. They are said to be temporary, and the funds will not admit of any buildings of a more permanent nature being erected. The school-rooms consist of—(1.) The Rector's room; (2.) the English room; (3.) English class-room; (4.) Arithmetical and mathematical room; (5.) French and German room; (6.) Drawing class-room; (7.) Gymnastic room. They contain accommodation, in all, for 800 scholars. There is a playground of about an acre in extent round the school buildings.

Finance.

Bursaries, Salaries, and Fees.

There are no bursaries tenable either at any university or at the school.

The salaries of the teachers are derived from two sources, viz., the burgh funds and certain mortifications.

The salaries and the fees are as follows:—

Teacher of	*Salaries.*			*Fees.*
	Total.	*From Burgh Funds.*	*From Mortifications.*	
Classics and assistant,	£120 0 0	£77 5 6	£42 14 6	£105 0 0
Modern Languages,	50 0 0	28 13 4	21 6 8	53 0 0
Coml. Depart. and assistant,	70 0 0	34 13 4	35 6 8	157 0 0
English and assistant,	70 0 0	26 14 10	43 5 2	241 0 0
Drawing,	40 0 0	20 0 0	20 0 0	82 0 0
Totals,	£350 0 9	£187 7 0	£162 13 0	£638 0 0

The fees are paid quarterly, at the following rates:—

Stirling High School.

English Department,	£0	5	0
Commercial and Mathematical,—			
Writing and arithmetic,—1 or 2 hours daily,	0	3	6
Do. do., 3 or 4 „	0	5	0
Book-keeping alone, or with writing and arithmetic, 1 or 2 hours daily,	0	7	6
Mathematics, „ „	0	7	6
Natural philosophy or phonography,	0	5	0
Pens and ink 6d. additional per quarter.			
Classical Department,	0	7	6
Modern Language Department—			
French or German, 7s. 6d.; both,	0	10	6
Drawing Department, 5 hours per week,	0	7	6
Matriculation fee 2s. 6d. per annum.			

The cost of educating a boy at this school of course depends upon the number of classes which he takes, as there is no curriculum and no basis fee of any kind.

The juniors will probably attend—

1. English,	£1	0	0	per an.
2. Writing and arithmetic,	1	0	0	„
Fee for pens and ink,	0	2	0	„
Matriculation fee,	0	2	6	„
Or,	£2	4	6	„

The more advanced will attend—

1. English,	£1	0	0	per an.
2. Classics,	1	10	0	„
3. Writing and arithmetic, and pens and ink,	1	2	0	„
Matriculation fee,	0	2	6	„
	£3	14	6	„

The seniors will attend—

1. Classics,	£1	10	0	per an.
2. Mathematics or book-keeping, including fee for pens, etc.,	1	12	0	„
3. Modern languages,	2	2	0	„
4. Drawing,	1	10	0	„
Matriculation fee,	0	2	6	„
Or,	£6	16	6	„

for all the branches taught in the school, except English.

This is about the average in schools of this class.

Teachers.

The staff of teachers is as follows :—

Classical Master and Rector.—A. F. Hutchison, A.M., Edinburgh. University of Glasgow, one year; University of Edinburgh, four years. Preliminary training as pupil-teacher and assistant teacher in Burgh School of Kirkcaldy. Degree as above.

Assistant Master.—Robert Whiteford, pupil-teacher at Dorlintober School, Campbelltown, followed by three sessions at University of Glasgow, holds certificate of having passed the the examinations in classics for the degree of A.M. in that University.

English Master.—William Young, F.E.I.S.. Training: attended Glasgow University for Greek, as also classes in mathematics, anatomy, and elocution. Taught his subjects in Glasgow for twelve years, and in Stirling for twenty-one years. No university degree.

Assistant Master.—Alexander Walker. Four years' training as a teacher in the Burgh School, Kirkcaldy, three years a student of Edinburgh University.

Arithmetical and Mathematical Master.—Duncan M'Dougall, teacher of writting, arithmetic, book-keeping, and mathematics. Trained to his profession under his predecessor, Mr. P. M'Dougall, teacher of these branches in the Burgh School of Stirling for fifty-five years; has taught his present branches here and in Glasgow for forty-five years. No degree.

Stirling High School.

Assistant Master.—John Duncan. Trained as pupil-teacher and Normal school student. Certificated.

Master of Modern Languages.—Frederick Boos. Trained as a National schoolmaster in Prussia. Holds certificate from Prussian Minister of Education. Has taught French and German in Scotland for fourteen years.

Art Master.—Leonard Baker. Entered School of Design, Somerset House, 1846; received Board of Trade certificate as properly qualified Art Master, 1854, in connexion with South Kensington.

The staff of teachers, taking their qualifications into account, is a strong one, and numerically adequate to teach the school.

Scholars.

The scholars, as usual in burgh schools, come from nearly all the ranks just above the humblest and below the highest. The following list supplied us by the rector shows the occupations of the parents of twenty pupils, as taken in order from the roll. The last twenty were not given in this school, as the last fifteen enrolled had been brought from India for their education, and settled in Stirling.

Occupation of parents of twenty pupils taken in order from the roll.

Three Manufacturers.	One Wood-merchant.
„ Farmers.	„ Manufacturer (chemical).
One Tanner.	„ Shipowner.
„ Hotel-keeper.	„ Grocer.
„ Methodist preacher.	„ Army chaplain.
„ Gunmaker.	„ Doctor of Medicine.
„ Wool-merchant.	„ Revenue officer.
„ Watchmaker.	„ Barrack serjeant.

The average age at which they come to the school is six or seven; and at which they leave, fifteen. Comparatively few go to the university. At the commencement of the session 1866-67, six boys went to Edinburgh University; but that is above the average, which is stated at three or four.

They follow no prescribed curriculum. Indeed, a certain proportion of the pupils go to another school for instruction in English and to the High School for classics. They are promoted from year to year, and though a boy may be occasionally kept back, it very rarely happens. They cannot be kept back in one subject unless they are kept back in all. 'The great thing that is wanted ' for this school,' the rector said, ' is a fixed examination properly conducted, and ' in writing.'

Examinations.

The numbers in the school are :—

On Roll.	*In Attendance.*
Boys, 212	Boys, 202
Girls, 116	Girls, 96
328	298

Classical Department.

The *Classical* department is under a head-master, and an assistant chosen and paid by him. There are five Latin and three Greek classes; in the former there are on the roll 70 boys and 4 girls (who are taught by themselves at a different hour from the boys), and in the latter there are 12 boys who also learn Latin. The two lowest classes have each two hours a day, the others have one hour for Latin and one for Greek. The highest class in Latin consisted of only 3 boys, who were reading Livy. The fourth class consisted of 8 boys, but only 5 were present at the time of our examination, as it so happened that at that hour, which was not their usual hour for Latin, they had gone to some other school for English. They were reading Virgil. The third class, of 15 boys, were reading Cæsar. Throughout these classes the translation was fair, and the top boys were well drilled, but the parsing was very poor in the lower half. The translation, also, though it showed a certain degree of strength, was inelegant.

In Greek, 2 boys were reading Herodotus, 2 Xenophon, and 8 were beginners. These last answered well in their rudiments, but in the upper classes 3 of the boys were rusty in their grammar. One promised to be an excellent scholar,

Stirling High School.

and all of them translated fairly. The master of this department has had charge of it only since the beginning of the present session.

Commercial Department.

In the *Commercial* department are included writing, arithmetic, mathematics, and book-keeping. All these subjects are under one master, with an assistant, whom he partially pays. There are in all the classes here 171 boys and 74 girls. There are no separate room and hour for mathematics, but it is taught during the three hours, and in the room devoted to writing. The noise during the time of our examination prevented us from forming a perfectly accurate estimate of the work, but our impression of the mathematical teaching was not favourable. Two classes were examined *vivâ voce*. To save time (as the master told us), the figures of the propositions were hung up before them, with the full construction ready made. Those who were in their second year, did tolerably well in the First Book of Euclid, but those in their first year tried a number of propositions that they had done during the session, and entirely broke down. The master certainly has too many branches to teach. He has been connected with the school for nearly fifty years.

Modern Language Department.

In the *Modern Language* department there are only 40 scholars altogether—19 boys and 21 girls. In French there are two classes, in German 1 scholar.

In French, a class consisting of 10 boys and 3 girls, the majority of whom had been two years in French, were examined *vivâ voce*. Their books were Schneider's *Grammar* and Souvestre's '*Au coin du feu.*' The teaching did not impress us favourably, and the knowledge of French displayed by the scholars was very small. Their pronunciation was bad, translation and parsing inaccurate, and it was obvious that the class had not learned much French. One girl and four boys did paper work. The girl had been five years at French, but only two years at this school. Her paper was very good. Of the 4 boys who did a simpler paper, one was good, the others poor.

English Department.

In the *English* department there are 183 boys and 92 girls. It is divided into seven classes, and is taught by the master and four assistants. Eight scholars, boys and girls, did a paper in grammar, three in geography, and four in history. Only one of these papers was well done, a history paper by a boy of fourteen. Three of the grammar papers were fair, the remainder poor, and the three papers in geography were indifferently done, and manifestly copied. The scholars, however, were young, and from want of comfortable writing accommodation were at some disadvantage.

Drawing.

Drawing appeared to be remarkably well taught in this school. There are 56 scholars—30 boys and 26 girls—divided into five classes. They are taught perspective, geometrical, and mechanical drawing. They are also taught free-hand drawing, from the flat and round, and from models. Barchett's Geometry and Perspective book is the text-book, and colouring they learn from examples supplied to the art school from the department of science and art. The teacher writes that he finds 'the value of drawing, in connexion with writing ' and other subjects, is not appreciated by the parents.'

Mortifications.

In connexion with this school, it is necessary to bring forward some evidence which was furnished to us with regard to the charities and mortifications in Stirling.

It appears from a pamphlet entitled, 'Stirling, its Schools and Mortifications,' written by Mr. Christie, convener of the High School Committee, and printed for private circulation in 1866, that there is a great waste of money connected with certain mortifications left to the burgh of Stirling.

There are four of these mortifications.

1. Spittal's Hospital.—In 1530 Robert Spittal, a tailor, left certain lands in trust of the Town Council for the benefit of poor members of the seven incorporated trades. There is no will extant, but the Council give 2s. per week to forty-six poor members, and 1s. 6d. per week to forty-three widows, or £406, 18s. The annual income of this hospital is £950, and the debt, which has been greatly increased within the last few years, amounts to £3,000.

Stirling High School.

Income,				£950	0 0
Expenditure—					
Pensioners,	£406	18	0		
Interest of debt at 4½ per cent.,	135	0	0		
				541	18 0
Leaving a balance of,				£408	2 0

for salaries connected with the management of the trust and extraordinary expenses.

2. Cowane's Hospital.—In 1637, John Cowane left a sum of money '"to be '"employed on land or annual rent for building and erecting of ane Hospital or '"Almows hous wt. in the said burt. to be callit in all tyme cumyng COWANE'S '"HOSPITALL. And for entertenyng and sustenyng thereintill of the number of '"Twelf decayed Gildbreither *actuall Burgesses and Indwelleries of the said Burt.*, '"or at least sa manye of thame as the yeirlie rent of the said Hospitall or Almows '"hous may be able convenientlie to systeyne wt. in the same."' It was found, after experience, and with the sanction at the time of those concerned, that it would be more agreeable to give up the hospital or monastic life, and receive a weekly allowance from the funds, which could be used to keep their home. This system has now prevailed for a long time, but there has been engrafted on it, on what grounds it is impossible to say, the addition of *female* pensioners. There were last year 150 pensioners, namely, 49 males, and 101 females. Of the males, the report says 27 resided in Stirling or the neighbourhood, and 22 at a distance; of the females, 49 resided in Stirling or neighbourhood, and 52 at a distance. The males received in the year £504, 16s. 6d., and the females £732, 12s. 10d.

The annual income of this hospital is £3,400, and the debt amounts to £10,000. The charge and discharge is, therefore—

Income,				£3,400	0 0
Expenditure—					
Pensions,	£1,237	9	4		
Interest of debt at 4½ per cent.,	450	0	0		
				1,687	9 4
Leaving a balance of,				£1,712	10 8

for salaries connected with the trust and extraordinary expenses.

3. Allan's Mortification.—In 1724, John Allan left about 30,000 merks 'for 'the maintenance and education of the indigent male children of tradesmen be-'longing to the seven incorporated trades of Stirling and others.' From 27 to 30 boys get education, clothing, books, and an allowance of 2s. 6d. weekly from this fund. The annual amount of the whole, including apprentice fees allowed to outgoing boys, is about £400. The annual income is upwards of £800, and the debt is only £1,300. The charge and discharge will therefore stand thus:—

Income,				£800	0 0
Expenditure—					
Weekly allowance, clothing and education,	£400	0	0		
Interest at 4½ per cent,	58	10	0		
				£458	10 0
Leaving a balance of				£341	10 0

for salaries connected with the trust and extraordinary expenses.

4. Cunningham's Bequest.—In 1804, Alexander Cunningham bequeathed upwards of £5,000 'for the maintenance, clothing, and education of poor boys of 'the Guildry and Society of Mechanics of Stirling.' Eighteen boys are educated and clothed out of this fund, which amounts to £250 annually, at the rate of very nearly £14 per boy.

Taking the three first mortifications, it appears that there is an annual income of £5,150; and including interest, an expenditure of £2,688, 7s. 4d.

This leaves a balance of £2,461, 12s. 8d., or very nearly half of the entire sums

Stirling High School.

mortified to be expended upon salaries in connexion with the management of the charities and extraordinary expenses.

But it appears that the sum of money spent on pensioners does not go to the persons for whose benefit it was left. Upon this subject, Mr. Christie, in the pamphlet referred to, says,—

'These are all what are termed the hospitals and mortifications existing in 'Stirling under the control of the Town Council, and in a small measure of the 'first and second ministers of the parish. Excepting the boys educated under 'Allan's deed, who are nominated by the Convener Court of the Trades, all the 'other pensioners and boys are elected by the former body. It will be observed 'that all those deriving any benefit from these funds must necessarily be connected with one or other of the incorporations; and here rests the anomaly I 'wish to point out, and show that really the individuals now obtaining the advantages to be derived from these funds are not, in too many cases, the persons manifestly designed by the donors. In the times these gifts were made, 'our social and trading customs were entirely different from those that obtain 'now. I am not going into historical details which ever person knows; suffice 'it to say, that down to 1833, *no* person could trade, manufacture, or carry on 'business within the royal burgh, without being a member, or paying an annual 'sum for the privilege, to one or other of these incorporations, and it was on 'such a state of society and trade, that these gifts were conferred. It was upon 'every person in business, who must then necessarily have been either a guild 'brother, a member of the seven incorporated trades, or a mechanic. Under 'that custom or law of trade, every draper, grocer, ironmonger, smith, baker, 'weaver, and so on, before establishing himself in business, must have become under the dominion of one or other of these bodies, otherwise his shop 'would be shut. Not so now, happily; all this has passed away, but not the 'incorporations, for there are many funds to keep them together. Since the 'burgh was open to all to trade, few enter these bodies except those having 'hereditary right at small cost, and the entries of this kind since 1833 have been 'very numerous. The result is, that a very large portion of the present members have no connexion whatever with the trade of their respective corporation, 'have even no connexion with Stirling, and yet are deriving all the benefits from 'them, if not the larger share of the funds, which were so evidently designed by 'the donors—believing in the perpetuity of the close system which existed in 'their times—to go to those actually engaged in trade and manfactures, or who 'had been so within the burgh, and not to the descendants of those who, a 'generation or two before, were drapers, weavers or smiths, and may be anything or nothing, may live here or anywhere in the kingdom. It is abundantly 'evident those funds were never designed for such, but for the active and living 'agents of trade and manufactures for the time being. It is often found that a 'guild brother removes to Glasgow or elsewhere, has a family, his daughters get 'married, it is known there is an interesting society in Stirling into which they 'can enter, the husbands apply to become members—it may be they enter by 'commission—a short while after, one or all apply for assistance on the grounds 'of age or some infirmity, get it, while, very probably, not one of them ever had 'a foot in Stirling, unless on the occasion they came to canvass the members of 'the Town Council to be installed. So it is with all these funds. It is known 'that parents who are members of the trades, although residing at a considerable distance, send their children to reside here in order to get the benefits of 'education and clothing Altogether, it may be held that these funds are so far 'misapplied, and are astray from the design of the donors, and that the inhabitants of the old royal burgh who are now engaged in conducting its trade, the 'greater number of whom having not felt it necessary to join these incorporations, because of the altered law, do not receive the benefits they ought. In 'fact the whole system of these hospitals, as at present managed, rests on a very 'uncertain and unsatisfactory foundation, and must sooner or later be a subject 'of inquiry. But, apart from this view of the question, the present plan of distribution has a very deleterious influence on the members of the Town 'Council. Having the bestowal of so many pensions and factorships yearly, 'which accrue to these hospitals, by no means tends to do its members good. I 'have the belief it would be for the benefit of the town, in the conducting of 'both its municipal and parliamentary affairs, were this patronage divorced from 'the Council board, and placed in other hands. Besides, the time entailed on

'members of Council in considering and disposing of the numerous petitions, 'about which it is difficult to get reliable information, could be better employed 'in looking after municipal and police matters, which more particularly are the 'duties of the office.' Stirling High School.

The case against the present management of these funds being thus made out, the question remains—how can the management be improved? To this the author of the pamphlet proposes that 'the hospital and mortification should be combined 'into one whole, the revenues set apart for charitable and educational purposes, 'and so distributed that, while due consideration would be given to the wishes 'of the founders, in granting substantial pecuniary aid to old and decayed mem-'bers of the incorporations, and education to the children of the poorer members 'here, the remaining funds should be made the means of showering on the whole 'inhabitants of the burgh abundant, good, and cheap education.'

The practical working out of this scheme of improvement is put very clearly and conclusively by Mr. Christie, and is of the following nature:—He proposes, in the first place, as regards Cowane's Hospital, that instead of frittering away the funds in small sums on individuals all over the country, there should be 25 male resident pensioners at 10s. 6d., and the same number of widows at 6s., weekly; and the Dean of Guild with his Council should have their appointment. The Convener Court of the seven incorporated trades should in like manner have the privilege of placing the pensioners on Spittal's funds, the roll being confined to 20 males at 5s., and the same number of widows at 2s. 6d. The system of clothing and educating boys should be abolished, as causing a large expenditure without a proprortionate return; and a satisfactory compensation is proposed for it, by which members of the guildry, seven incorporated trades, or mechanics who reside in the burgh, or within three miles of it, and are unable to pay school fees, should have their children educated gratis at any of the schools under the burgh management. One common fund being established, and the pensions limited as above, the results would be as follows:—

The revenues of the four charities amount to about £5,400, with a debt of £14,300, and if we estimate the average annual burdens, such as interest, insurance, management, repairs, and new works at £2,028, and add to this the amount payable to pensioners, as above suggested, at £1,462, there will be a balance available for educational purposes of no less a sum than £1,910; or, taking the balance-sheets of 1864-65, and putting the expenditure in a tabular form, it will stand thus:—

The revenue being derived from land and feus may be considered always to sustain at least the amount named,					£5,400	0 0
For interest on borrowed money and bank accounts,	£656	0	0			
Management, salaries, wages to forester, etc.,	254	0	0			
Annual burdens, stipends, insurance, poor, and other rates, protecting fishings, etc.,	497	0	0			
Law and printing,	121	0	0			
Pensioners (as proposed),	1,462	0	0			
Suppose for repairs, mending roads, and all other necessary works for the maintenance of such a property in good condition, the sum of	500	0	0			
					3,490	0 0
Showing a balance available for educational purposes of					£1,910	0 0

It is proposed that this balance, supplemented by about £200 per annum, which the Town Council now pay for education, should be divided among the different schools in Stirling, in the following proportions:—

The four English Schools.

Three new English schools, costing say £5,000, the interest of which, at 4½ per cent.,	£225	0	0
Four English head masters, £50 each,	200	0	0
Four assistants to above, each with £45,	180	0	0
Four do., junior £25,	100	0	0
Carry forward,	£705	0	0

Stirling High School.

Brought forward,	£705	0	0
Sewing mistress,	40	0	0
Ground rent (if any), and maintenance of these four schools, £25,	100	0	0

The High School.

Rector, £150; assistant, £50,	200	0	0
Arithmetical, writing and mathematical master,	70	0	0
Two assistants, £50 and £30,	80	0	0
English master and two assistants, as above,	150	0	0
Master of modern languages,	100	0	0
Drawing master,	100	0	0
Furnishings, maintenance, etc. (allow for),	100	0	0
Estimate £5,000 as necessary to finish the school, interest of which say,	225	0	0
	£1,870	0	0

Thus while about £1,870 would be wanted, there would be an available fund of about £2,110 (including the £200 paid by the town), leaving a balance to meet extra casual expenditure on either side.

In addition to the educational gain arising from these proposed changes, it would appear that there would be an actual economy of money, which, to judge by the following remarks, is not strictly attended to at present. 'I have a 'strong conviction,' Mr. Christie says, 'that were some such plan carried out as 'now proposed, greatly increased care and economy would be exercised in the 'management. At present it is not, I hope, doing the Council any injustice to 'say, that there is oftentimes a little unscrupulousness, and a little too much 'extravagance, in the application and use of these funds. I am far from imput-'ing wrong motives, but it is quite notorious that Cowane's and the other hospi-'tals are made to bear charges which ought correctly to fall elsewhere. The 'cause is obvious, and need not be enlarged on here. Charged with the care of 'these funds for purposes of education, in which every parent and member of the 'community had a deep and abiding interest, I feel assured that a reformation 'would at once begin, and that a gradually increasing balance would be found 'available for so noble an object.'

Remarks.

We have dwelt upon this subject at length, because from what we have heard there is reason to believe that great extravagance exists in the administration of old charities and mortifications throughout the whole country; and the case of Stirling is cited as an example, and by no means a bad one, if all the rumours we have heard be true. It was not within our province to examine into these questions; but we have thought it desirable to bring this instance under the notice of the Commissioners. Another reason for dwelling on this case was that the Stirling High School did not seem to us to be of that importance that it ought to be, considering the central position of the town in Scotland. There is no reason why a school of a very high standing should not be established in Stirling; but so long as the buildings remain in their unfinished condition, and the emoluments of the teachers are not raised, it will be impossible that the school can rise above what it is at present—a rather second-rate provincial academy.

[S.]

XLV.—PERTH ACADEMY.

Perth Academy.

Visited April 2 and 3, 1867.

History.

The school of Perth is said to have been in existence in the year 1173.[1] It was then, like the school of Stirling, under the direction of the monks of Dunfermline. In the beginning of the sixteenth century, it was one of the most distinguished schools in Scotland, and continued to be so for many years. In 1550 Andrew Simson was its rector.[2] He had sometimes 300 boys under his charge, and among them sons of the principal nobility and gentry. Simson was afterwards minister of Dunbar and master of its grammar school. He was the author of the Latin Rudiments which continued to be taught in the burgh schools from his time till the days of Ruddiman (1714). It was about the time of his incumbency in Perth that Greek was first introduced into the public school. He does not himself appear to have been capable of teaching it, but in the year 1558, while Simson was still rector, Mr. John Row, one of the Scottish reformers, was settled as minister in Perth. He was a Greek and Hebrew scholar, and taught those languages to his boarders who attended the Grammar School. The rector also, it is said, took lessons from him in Greek, 'by which means,' says M'Crie, 'it came to be afterwards taught in Perth.' It had been taught in a private school in Montrose in 1534. In 1637, Row's grandson was rector of the Perth Grammar School. In 1644, he published a Hebrew grammar, and introduced that language into the school course of study. His book was prefaced, according to the fashion of the times, by some Latin verses, from the pen of John Adamson, Principal of Edinburgh University, commemorating the happiness of Perth in having this distinction.[3] Even before this, however, in 1606, a school had been erected in Prestonpans for teaching Latin, Greek, and Hebrew. It does not appear how long Perth continued to be a trilingual school. It was remodelled in the form that it substantially retains in 1766. New branches of study, especially mathematics, were introduced, or substituted for former ones. In 1806 it was transferred to its present site, and the schools, which seem to have existed in different quarters of the town, were brought together under one building, known as the 'public seminaries,' and now as the Academy.

Management.

The patrons of the school are the Town Council. They have the usual powers of appointing the masters, regulating the fees, holidays, etc., but take no part in the internal management of the school. They used formerly to give retiring allowances to masters who were incapacitated by age, or any other cause, for the discharge of their duties; but there is no obligation resting on them to do so, and they are not now inclined to expend any of the burgh funds in this manner. Till within the last ten years, they used also to provide prizes for the school, and to pay for advertisements; but they have now ceased to do so.

Buildings.

The site of the school is admirable. It was a gift to the city by Mr. Hay Marshall in 1806. The buildings themselves are substantial rather than elegant. They were finished in 1807, at a cost of nearly £7000, of which the Town Council contributed from its funds £1000. The rest was raised by private subscription. By the feu-charter between Mr. Hay Marshall and the Town Council, it is stipulated that the buildings are to be used only for educational purposes for the benefit of the city and county of Perth. The Magistrates are bound not to sell or otherwise dispose of them, without the consent of the Members of Parliament for the county and city, and the Sheriff; and the proceeds of the sale, should it take place, are to be laid out by the Magistrates in again erecting proper and more commodious schools for the benefit of the said town and county. The Magistrates and Town Council are specially bound to keep the gables and back walls in good repair, but nothing is said about the furniture or class-rooms. The repairs in them fall on the masters, and are not always done promptly or efficiently. At the time of our visit we found a broken window in one of the class-rooms, and it had been in this condition for a year; and, speaking roughly, the furniture and general condition of the class-rooms were not altogether satisfactory. The Town

[1] Tytler's *History of Scotland*, ii. p. 353. [2] M'Crie's *Life of Knox*, pp. 3, 375.
[3] M'Crie's *Life of Melville*, pp. 383 and 475.

Perth Academy.

Council have attempted also, but unsuccessfully, to shift the burden of poor rates from their own shoulders to those of the masters.

There is accommodation in the school for 1049 scholars; but some of the class-rooms are not in use, as the numbers fall far short of this. There is an admirable playground in the 'North Inch,' which lies immediately in front of the school. In wet weather the boys and girls have the shelter of the porches and staircases, but there is no shed for games or exercise.

Finance.

Endowments and Salaries.

There are no bursaries connected with the school, nor any permanent endowments for either masters or scholars. The Town Council contribute the following salaries out of their funds; but it is understood that they will not be continued to the successors of the present masters:—

Rector of the Academy,	£100	0	0
Rector's assistant,	25	0	0
Rector of the Grammar School,	50	0	0
Drawing master,	25	0	0
Writing and arithmetic master,	25	0	0
	£225	0	0

The English master has no salary. There are no houses for the masters, nor, as we have said, is there any provision for retiring allowances. If there were such provision, one of the present masters, who has been forty years in office, would gladly take advantage of it. At the date of his appointment, there were two retired masters, each with an allowance of £150.

Fees.

The fees of the school are as follows, per quarter:—

Mathematical Department (one hour),	£0	10	6
,, ,, (two hours),	0	15	9
,, ,, (three or four hours),	1	1	0
Grammar School (Latin and Greek),	0	12	6
Modern Languages,	0	16	0
English (junior classes),	0	7	0
,, (senior classes),	0	10	6
Writing and Arithmetic (one hour),	0	6	0
,, ,, (two hours),	0	11	0
Drawing (one hour),	0	15	0
,, (Oil Painting),	1	1	0

These fees are said to be payable in advance, but the rule is not rigidly adhered to, and the practice of the masters varies. The rector of the Grammar School collects his at the beginning of the second and fourth quarters; the rector of the Mathematical School and the drawing master near the end of the session; the French master at the beginning of the quarter. The English and writing masters do not say when they are paid, but state generally that the rule of quarterly payment in advance is not enforced.

Cost.

The burgh, we have seen, contributes from the public funds £225 in the shape of salaries for the masters, and a further sum of £35 for incidental purposes. This includes an annuity of £30. In all, their contributions are £260. The scholars on the roll at the time of our visit were in round numbers 350. The public cost therefore to the burgh is 14s. 10d. This is allowing nothing to be counted as contribution for the interest of money expended on the buildings.

The private cost to the parent depends on the number of classes that a pupil attends; for there is no regular course even recommended by the patrons, and in some of the classes we found boys and girls who got their education partly at the Academy and partly at other schools. We may, however, take the following as a fair estimate for three boys, one in the lowest, another in the middle, and the third in the highest section of the school:—

The first is studying English,	£1	8	0
Writing, arithmetic (together),	2	4	0
His books cost	0	10	0
Cleaning and school materials are	0	3	0
The total cost of his education to his parent is	£4	5	0

Perth Academy.

The second boy is studying	English,	£1	8	0
	Writing, arithmetic (together),	2	4	0
	Classics,	2	10	0
	His books cost	1	0	0
	Cleaning and school expenses are	0	3	0
	The total cost of his education to his parent is	£7	5	0
The third boy is studying	English in the senior class,	£2	2	0
	Classics,	2	10	0
	French,	3	4	0
	Higher arithmetic and mathematics,	3	3	0
	His books cost	1	5	0
	Cleaning and school expenses are	0	3	0
	The total cost of his education to his parent is	£12	7	0

A girl's education at the school will be considerably less than the third of the above cases, but this will be more than counterbalanced by the charge for music, which she has to learn at some girls' school in town.

Teachers, and Subjects taught.

There are six departments in the school, each under a separate and independent head master. Two of these masters are entitled rectors, but the name carries no meaning or authority with it, except over their own assistants.

1. The head master of the *Mathematical* Department is Dr. Miller, A.M., LL.D., and F.R.S.E. His official title is Rector of the Academy. He has held his present office since 1837. Previously to that time he was mathematical master in the Madras College of St. Andrews. At the time of his election he was appointed for a term of five years. The original agreement stipulates that he shall have a yearly salary of £100; that he shall reside within the city, and shall devote his whole time to his duties as rector of the Academy. By a subsequent agreement in 1841, his tenure of office was made *ad vitam aut culpam.* The terms of this appointment are as follows:—'Upon considering a letter from Mr. Thomas 'Miller, rector of the Academy, craving that his appointment to that office shall 'now be made *ad vitam aut culpam;* and having had every reason to be satis-'fied with the manner in which the said Thomas Miller has discharged the duties 'of his office since his appointment to the same, the Council did, and hereby do, 'nominate, constitute, and appoint the said Thomas Miller to be rector of the 'Academy of this city, and that *ad vitam aut culpam,* giving and granting to him 'all the fees and emoluments of that situation.' Dr. Miller has an assistant, whose salary of £25 from the Town Council he supplements out of the fees. The subjects taught in his department are—1. Arithmetic; 2. Algebra; 3. Geometry; 4. Mensuration and surveying; 5. Book-keeping; 6. Astronomy; 7. Geology; 8. Physiology; 9. Physics, including practical and experimental mechanics; 10. Chemistry.

2. The head master of the *Classical* Department is rector of the Grammar School. Besides Latin and Greek, he teaches ancient geography and antiquities. There were once three teachers here, but the present incumbent for several years past has had the sole charge. He was appointed in 1846; and was educated at the University of Edinburgh, but took no degree. In those days, however, it was not usual even for professional men to graduate. It is only of late that the practice has become general among those who go through a complete college course. Before his appointment he was master of a school in Selkirk.

3. The master of the *English* Department was appointed in 1848. He was educated at Edinburgh and St. Andrews, and was teacher in the Madras College of St. Andrews, and subsequently English teacher in Montrose Academy, and in the High School of Dundee before coming to Perth. He teaches English 'in all 'its branches, from the alphabet to composition and literature.' He has no salary from the Town Council, and chooses and pays his own assistants.

4. The master of the *Writing* and *Arithmetic* Department is a graduate of Glasgow University. He was appointed in 1826. Strictly speaking, the branches that belong to this department are writing and arithmetic, but book-keeping has

Perth Academy.

been added. Two of these subjects are also taught in the mathematical school; and as the line between them is not very clearly drawn, and the fees of the writing department are lower, there is some degree of confusion, and boys are induced to remain in the lower form, when they should have left it and gone to the more advanced. We found the same confusion and clashing of interests in Dundee. The classes here are mainly taught by two assistants, paid and appointed by the head master. He himself is too infirm to take an active share in teaching. He would willingly retire if the Town Council would give him a suitable allowance. His tenure of office being *ad vitam aut culpam*, enables him to hold a situation for which he is practically unfitted by age and weakness.

5. The *Drawing* master was appointed in 1830. He teaches landscape and architectural drawing, and oil painting.

6. The *Modern Language* Department, for French and German, is under one master. He was educated in Brunswick, and was appointed in 1853, having previously taught in Inverness Academy and other minor schools. He was originally appointed for three years, but was never re-appointed; nor does he know whether his tenure is *ad vitam aut culpam* or not. He has no salary, and therefore is not qualified to subscribe to the Widows' Fund.

Most of the masters, it will be seen, have had a University education, and long experience in teaching. The appointments of all, except the French and German master, are, we believe, similar to those of Dr. Miller quoted above, and their tenure of office consequently *ad vitam aut culpam*.

Incomes.

Their emoluments from fees and salary are as follows, after deducting payments for assistants, apparatus, prizes, etc.:—

Rector of Academy,	£195 10 0
Rector of grammar School,	206 0 0
English master (from fees alone),	350 0 0
Writing and arithmetic master,	395 0 0
Drawing master,	205 0 0
Modern language master,	260 0 0
	£1611 10 0

SCHOLARS.

The scholars on the roll at the time of our visit were 200 boys and 155 girls; and in attendance, 190 boys and 138 girls. Of the whole numbers on the roll, there were—

In the *Mathematical* Department, 58 boys, from twelve to seventeen years of age.

In the *Classical* Department, 64 boys on the roll, from ten to sixteen years of age.

In the *English* Department, 135 boys and 94 girls on the roll, from six to sixteen or seventeen years of age.

In the *Writing* and *Arithmetic* Department, 120 boys and 96 girls, from eight to seventeen years of age.

In the *Modern Language* Department, 31 boys and 56 girls, twelve to seventeen years of age.

And in the *Drawing* Department, 32 boys and 42 girls, whose ages are given by the master from ten to thirty.

In two of the Departments, *Classical* and *Mathematical*, there are boys only. In all the others there are both boys and girls, nearly equal in numbers. In the senior English classes, and in French and German, they are taught quite apart from each other. In arithmetic and writing they have nominally different classes, but they are assembled together in a common room.

Status of Parents.

The scholars represent the middle and upper classes. We got a long list of names, past and present, of professional men, at the bar and in the church, who had been educated partly or in whole at Perth Academy. It included one Lord Chief-Justice of England; the present Lord Justice-Clerk of Scotland; Adam Ferguson, Professor of Moral Philosophy in Edinburgh; Principal Tulloch, Sir Alexander Tulloch, and many others. The pupils come principally from the town and immediate neighbourhood; but we found boys in the school who came by train daily a distance of many miles,—from beyond Dunkeld, from near

Crieff, from Coupar-Angus, from near Cupar-Fife, from beyond Auchterarder, and even from the parish of Longforgan, in the neighbourhood of Dundee; so that the public avails itself of the Academy over an area whose radius is between fifteen and twenty miles. In like manner, Greenock supplies the wants of Port-Glasgow, Dundee of the whole county; and, in fact, railway communication has in every case largely increased the area from which such schools as these obtain their supplies. On the other hand, it gives facilities for the highest and richer classes to send their children to English schools, or to more important centres than Ayr, Dundee, or Perth. In this way, no doubt, whilst the numbers have kept up or increased, the social status of the parents has gradually changed, and they are becoming more essentially middle-class schools than heretofore. This, to some extent, may account for the changes that have taken place in the branches of study that are now valued and appreciated. Classics have always been a part of the education of the sons of the upper classes, and the number of these classes who used to attend the grammar schools fifty years ago was so great as to give a tone and leading character to the instruction. Now, the middle-classes predominate, and their tendencies are all towards a practical and so-called useful education. The fees exclude, of course, the lowest and poorer classes; but for them there are two schools in Perth, under the patronage of the Magistrates and Town Council. They were established about thirty years ago, expressly for the education of children of the working classes. The Town-clerk writes of them:—'These 'schools have been named the National Schools, and have been very successful. 'The school-rooms were built partly by subscription and partly by Government 'grant. The branches intended to be taught were English, writing, and arith-'metic, but others, viz., drawing and sewing, have since been partially intro-'duced. The masters take advantage of the Government grants for pupil-'teachers, etc. The patrons give the masters in each of the two schools a salary 'of £10 per annum.'

Perth Academy.

EXAMINATIONS.

1. *Mathematical Department.*—In this there were 54 pupils present. Of these there were 8 in the highest class, who professed the first six and the eleventh and twelfth books of Euclid. The class-room was beautifully illustrated with diagrams that filled the black-boards. It seemed doubtful, however, whether the aid thus given, saving the boys, as it did, from themselves constructing the figures, was not too great. The class was first examined *viva voce* on the eleventh and twelfth books. The boys in succession enunciated the propositions very readily, and their reference to the earlier books was very good. The tone of the boys themselves was rather flippant, and they helped one another a good deal. One boy was examined by the master in spherical trigonometry. He had evidently a taste for mathematics, and may perhaps be yet heard of either in the Scotch universities or in Cambridge. It was explained that the boy had been instructed to look over certain parts of his work, but with due allowance for this, he made a remarkable appearance.

A *viva voce* examination followed in chemistry. Professor Wilson's was the text-book used. The tone of voice on the part of the boys was monotonous, and it was not easy to follow their answers; but apparently they knew a good deal of the elements of the study.

In algebra, a class of beginners, 31 in all, were examined *viva voce* in the simple rules. The work was done well and quickly.

In Euclid a paper was set to 9 boys, with the following result:—

No.	*Age.*	*Session.*	*Classes attended.*	*Marks.*		*Total attainable.*
1	16	2*d.*	4	30		
2	15	,,	0	28		
3	14	,,	0	30		150, of which 50 were for a deduction from the first Six Books.
4	...	,,	5	22		
5	15	,,	3	35	Average 34.	
6	16	,,	2	30		
7	14	,,	4	45		
8	...	,,	3	40		
9	...	3*d.*	0	50		

Perth Academy.

On the whole, this department was in an efficient state. The *viva voce* examinations were excellent. The weakest point was the written Euclid paper, but the boys were not accustomed to this kind of examination. They therefore did less than might have been expected from their knowledge. What they attempted, however, was mostly correct, but the style was somewhat deficient in neatness, and the writing in some cases very bad.

About one-twentieth of the boys from this department go to college; and in reference to them Professor Kelland says, in a letter written to Dr. Miller some time ago, 'I think I am correct in saying that from no one academy have so many ' earned high distinction in my classes as from the Perth Academy.'

Recently, through the exertions of Dr. Miller, the Secretary of State for India has officially recognised Perth Academy as possessing efficient means for instruction in engineering.

Grammar School.—The total numbers in this department are 64. All of these are learning Latin; 13 are learning Greek. The boys learning Latin are divided into five, and those learning Greek into three classes. The time devoted to each class is as follows:—In Latin, the first and second classes have an hour each. The third and fourth classes have an hour between them. The fifth or private class shares an hour with the senior Greek.

In Greek, the first and second classes have an hour between them. The highest class has an hour in common with the fifth or private Latin class. All these classes are taught by one master. There is accommodation provided for 175 boys, but a small room capable of holding 34 is sufficient for the number present at any one hour.

Three of the Latin classes, and all the boys learning Greek, were examined *viva voce*. None of them were sufficiently advanced to be able to render the simplest piece of English into Latin prose.

Eighteen boys of the second class were reading the grammatical exercises. There was a great deal of confusion caused by a number of the boys who came in late from writing and arithmetic classes that they had been attending out of the school in the town. There was also much want of method in the teaching. Only the boys at the top of the class could answer intelligently.

In the third class, composed of fourteen boys reading Cæsar, there was great listlessness and indifference, and the appearance they made was bad. The examination was confined to the lesson of the day.

There was also a class professing to read the Second Book of Virgil's *Æneid*. The passage chosen was one that they had read some time before. The boys did not seem very much at home with it.

The Greek classes were not more satisfactory. The juniors made poor work of an easy fable in Bryce's *First Greek Reader*, and the boys reading Homer, 3 in number, translated the lesson of the day very badly. The parsing was very bad. No composition is done in any of the classes except an exercise in the class from Arnold's *First Book*.

Writing and Practical Arithmetic Department.—The numbers here on the roll are 216, and in attendance 204. Here also things are not in a satisfactory condition. The master is infirm, and unable personally to teach. He superintends his classes after a fashion, sitting in a chair all day; but is so frail that he cannot walk, and has to be taken to and from the Academy in a cab. His classes are taught by two or three assistants, young men inadequately paid. Whatever their qualifications as teachers, they are not the persons to be responsible for large classes of boys and girls. As the master did not express any wish to have his classes examined, we contented ourselves with a general inspection of the rooms, the order, etc. With so many classes, at any rate, as we found together at one time, it would not have been easy to conduct a fair and satisfactory examination.

Modern Language Department.—In this department there are 87 upon the roll, of whom 31 are boys and 56 girls.

In *French* there are four classes, numbering 31, 28, 18, and 9 respectively. There are no boys under twelve years of age in this department, and only 4 girls. There are 5 boys and 8 girls above sixteen. We were present while the teacher examined the senior boys' class, in which there were 12 present, of whom 3 were in their third session, 6 were in their second session, and 3 were beginners. This arrangement is disheartening to a teacher. If these 12 boys had been on a level in point of time, it would have been an interesting class to teach, but

when in the same hour it is necessary to divide the class into elementary, second year, and third year scholars, it is almost impossible to do justice to all. Perth Academy.

The pronunciation of the boys was not particularly good, but they were well and carefully drilled in grammar, and obviously very well taught. Indeed we have rarely if ever seen more careful and conscientious teaching.

In the girls' classes two divisions did papers for us. The senior division did the most difficult paper which we have set. It was the same paper which was done by the boys in the Edinburgh Academy. The result is as follows:—

No.	*Age.*	*Years at this School.*	*Years in French.*	*Marks. Maximum* 200.	
1	17	11	5	85	Average 71.
2	15	4	5	80	
3	17	7	6	70	
4	15	3	5	50	

These papers, considering the difficulty of the questions and the time—one hour—which they had to give to them, are very satisfactory. The parsing was good in all, and the translation from English into French was very creditable. The weak point, both in these and in the junior division papers, is the translation from French into English. It is to be observed that all of these girls had been a long time in French. In the junior division also twelve did a paper. This was much easier, but it also was carefully and, on the whole, accurately done. The questions in grammar and the translation from English into French were well answered. The average age is fourteen and a half years; average marks, 78 out of 200. The highest number of marks gained was 130, the lowest 40. There was no failure either in this or in the higher division, which reflects much credit on the master, and shows the careful nature of his teaching. The French room is very much too small. There was barely accommodation for 30 scholars in it. In answer to the inquiry, 'What difficulties, if any, do you find in the 'discharge of your duty?' he says, 'Lukewarmness—I might almost say hostility '—of patrons, want of accommodation, and want of conveniences.'

English Department.—In this department there are 135 boys and 94 girls on the roll, and 125 boys and 80 girls in attendance. The teacher, with one assistant, teaches, according to his own statement, 'English in all its branches, from the 'alphabet to history of literature, composition, elocution, history, and geography.'

The department is divided into two divisions, senior and junior. In the senior, there are four classes; in the junior, four or five. The senior pupils attend five hours per week, the juniors fifteen. In the junior division about one-half of the lessons are learned in school; in the senior all are learned out of school.

We saw all the junior classes at work, and so far as we could judge by a short visit, they seemed to be getting on satisfactorily. The senior class in the junior division, consisting of 15 boys and 13 girls, wrote a couple of stanzas of poetry from dictation on their slates. Twenty of these exercises taken at random were looked over, with this result:—4 made no mistakes, 5 made one, 4 two, 1 three, 2 four, 4 more than four. The stanzas were not easy. The result, therefore, was creditable, and showed that the classes were accustomed to dictation.

In the senior division, twelve boys did a mixed paper. These boys looked older than they turned out to be, owing to the fact that there were four or five big lads of seventeen years of age, who had come in to attend this school for one session only to finish what education they had got in the neighbouring parishes. These lads, without exception, did badly, and so brought up the average of age, and brought down the average of marks. This is worth remarking, because in the investigation into the elementary schools in the neighbourhood of Perth, it was found that the great majority of parochial and other schools—but especially the parochial—were below the average, and, in some instances, were very bad. Another thing to remark about this paper is that 5 out of the 12 had to leave early to catch a train, and so had only three-quarters of an hour to do the paper.

The average age of the boys was fourteen and a half years, average marks 27, maximum 150. We give in full the result of the examination of the three highest and the three lowest.

Perth Academy.

No.	*Age.*	*Years at School.*	*Classes.*	*Marks.*	*Maximum* 150.
1	12	4	2	60	Average 52.
2	15	4	5	50	
3	13	3	5	45	
1	17	1	6	5	Average 8.
2	17	1	4	10	
3	15	1	1	10	

The general impression left by this department was not not unfavourable, neither was it altogether favourable.

Like the modern language teacher, Mr. Smith, in reply to Question 44, 'What 'difficulties, if any, do you find in the dischargeof your duty?' says, 'None, save 'the want of interest and encouragement on part of the patrons, the Magistrates 'and Town Council.'

Drawing Department.—There are here 32 boys and 42 girls. The master has been thirty years in the institution, and, as far as we could judge, the teaching was patient and successful. Mr. Brown, the master, informed us that many of his pupils had gained the highest prizes at Sandhurst and Addiscombe. In answer to the inquiry, 'What difficulties he found in the school?' his answer is, 'Not 'supported by our patrons, the Magistrates.'

Remarks.

There is not much to add to what has been written above. The school in some of its departments is doing good work. Its weak point is the condition of the classical, and writing and arithmetic departments. There is a feeling amongst the masters, not however expressed by all, that the patrons are indifferent to the welfare of the school, and a fear that even the encouragement it at present receives will be more and more withdrawn. Their want of liberality in the matter of repairs, prizes, and advertisements has already been noticed. It may be said, however, that as custodiers of the public funds they are not entitled to use greater liberality, and that as patrons of the 'National Schools,' as well as of the Burgh School, they are bound to do what they can for the education of the children of the working classes no less than for those of the middle and upper ranks. The fear also of salaries being withdrawn in the case of future appointments may be imaginary. It would undoubtedly be of service to the school if there were some provision for retiring allowances to those masters who are incapacitated for work by age and long labour. [H.]

XLVI.—TRINITY COLLEGE, GLENALMOND.[1]

Trinity College, Glenalmond.

Visited April 4 and 5, 1867.

History.

In 1841, some of the leading members of the Scottish Episcopal Church and others associated themselves together for the purpose of founding in a central part of Scotland an institution in connexion with the said Church. Their intention was to remedy serious wants which were found to exist in regard to the education of persons intended for holy orders in the Church, and also in regard to the education of the children of members of the Scottish Episcopal communion. The proposal to found such an institution was submitted to the Bishops of the Church, and approved by them. Steps were taken to carry the design into execution, and to establish an academical institution in connexion with the Scottish Episcopal Church, which 'should embrace objects not attainable in any public 'foundation hitherto established in Scotland, viz. :—The combination of general 'education with domestic discipline and systematic religious superintendence.'

It was proposed from the first that the institution, which was to be called 'The College of the Holy and Undivided Trinity,' should consist of two departments,—a public school, on the model of the English public schools, with accommodation for from 150 to 200 scholars, from eight to eighteen years of age, and a theological college for divinity students.

It was calculated that a sum of £20,000 would be necessary, at the very lowest estimate, for the purpose of, founding such an institution. Subscriptions to a much larger amount than was anticipated were received. The sum originally contemplated has been far exceeded—the cost up to midsummer 1865 being, on the capital account, £71,175, 8s. 6d. The main part of this has been contributed by friends of the Episcopal Church, among whom may be mentioned—the late Queen Dowager; the whole of the then Scotch Bishops; the late Archbishops of Canterbury (Howley), York (Vernon Harcourt), and Armagh; the then Bishops of London (Blomfield), Bangor, Gloucester and Bristol, Salisbury, Oxford, St. David's, and Kilmore; the late Bishops Spencer and Coleridge; the Dean and Chapters of Winchester and Salisbury; Magdalen and Jesus Colleges, Oxford; Winchester College; the Society for Promoting Christian Knowledge; and others. Amongst these, the largest donors were the present Bishop of St. Andrews, first Warden, to whom is due the entire erection of the chapel, at a cost of about £8,500; the Duke of Buccleuch; the late Sir John Gladstone, Bart.; the Right Hon. W. E. Gladstone, M.P.; the late Lord Douglas; the late Marquis of Lothian; Sir M. R. Shaw Stewart, Bart.; also Sir P. M. Thriepland; Mr. Wardlaw Ramsay of Whitehill; and Mr. Smythe of Methven. The land on which the College stands was the gift of George Patton, Esq., of the Cairnies, now Lord Justice-Clerk of Scotland. Foundations for special purposes within the College have been established by the English S.P.C.K., by his Grace the Duke of Buccleuch, by the late Bishop Luscombe, by the late Miss Archer Houblon, by the Trustees of the Jamieson Fund, and by the promoters of a memorial to the late Bishop Skinner of Aberdeen.

The site was obtained in 1842, the buildings were commenced in 1844, and the Public School Department was opened May 4, 1847. The Theological Department was opened in September 1848.

Constitution and Management.

The government of the College was vested by its 'Deed of Constitution,' December 4, 1845, in a Council consisting of the six Scottish Bishops then in office, Dean Ramsay, two other clergymen, and ten laymen. The deed provides that the Council shall be perpetuated in the case of Episcopal vacancies by the accession of the successor in the See, and in all other vacancies by election, such election to take place only on each second vacancy, till the Council is reduced to fifteen. It is also provided that after that time there shall always be placed on the list the heir-male of two at least of the following

[1] This account of Trinity College, Glenalmond, is taken mainly from an account published in the Appendix of the *Scottish Episcopal Clergy List*, to which our attention was directed by the Warden, Dr. Hannah.

Trinity College, Glenalmond.

persons, if willing to serve, and eligible in terms of the constitution :—The Duke of Buccleuch, the late Marquis of Lothian, the late Lord Douglas, the Earl of Home, and the late Sir John Gladstone, Bart. The Council consists, in 1867, of eighteen members; namely, the seven Scottish Bishops now in office, the three other clergymen originally nominated, and the following laymen :—

	Appointed
His Grace the Duke of Buccleuch,	1845
The Right Hon. the Earl of Home,	1845
Sir Archibald Edmonstone, Bart.,	1845
Sir Patrick Murray Thriepland, Bart.,	1845
The Right Hon. W. E. Gladstone, M.P.,	1845
William Smythe, Esq., of Methven,	1845
William Pitt Dundas, Esq.,	1845
Sir M. R. Shaw Stewart, Bart.,	1852

The Council possesses supreme authority in reference to all matters relating to the government of the institution, and the management of the whole affairs connected with it. When originally appointed, they were required to draw up a body of statutes for the general management and administration of the College, and containing a clear definition of the powers and duties of the Warden and other officers connected with it, in reference to the internal discipline of the college. The Council, at their annual general meeting, has power to alter these regulations, subject to certain provisions. But it is expressly declared in the Deed of Constitution, that it shall not be competent to them to make any alterations which shall have the effect of diverting the objects of the institution from the educational purposes connected with the Scottish Episcopal Church, and no resolution of the Council which shall be carried in opposition to the unanimous opinion of the College of Bishops, shall be valid or receive effect. The Council has also the entire management of the funds. The election of the Warden is vested in the College of Bishops of the Scottish Episcopal Church, and he is removable by them at pleasure.

Buildings.

The College stands in the mountain valley of the Almond, about ten miles from Perth. The situation is very beautiful, and the climate is healthy.

The only drawback to the institution is its remoteness. This, however, does not affect the scholars, except indirectly. Indeed it is beneficial for them, as the absence of any town or village prevents the danger of mischief, to which some of the English public schools are exposed. But the seclusion and want of society may have the effect of preventing the younger assistant masters from remaining very long at the College. Whereas, if the College had been founded in the neighbourhood of one of the larger towns, this difficulty would have been obviated. Men from Oxford and Cambridge cannot be expected to undergo an almost total want of society, and live a monastic life. Consequently there have been a good many changes among the junior masters, and change of teachers is not good for any school.

The total extent of the College property is a little more than thirty-three acres, of which twenty were presented by the Lord Justice-Clerk, and thirteen acquired by purchase, and is thus divided :—

Site of College,	about	2½ acres.
College private gardens,	,,	7 ,,
Lawn in front, cricket field, etc., all open to the boys,	,,	10½ ,,
Field beyond,	,,	6½ ,,
Sanatorium and grounds,	,,	0½ ,,
Approach (about half a mile), with wood, etc.,	,,	6 ,,
Total,		33 acres.

The buildings themselves form, apart from the chapel, a quadrangle 190 feet square, the entrance to which (an arched gateway surmounted by a tower) stands in the centre of the west side; the south side of the square, which is yet unfinished, being meant to be occupied merely by a cloister leading from the south-

west to the south-east corners, from which latter point the chapel projects to the eastward of the other buildings. The north side contains schoolrooms, bedrooms, and dormitories for the elder and younger boys of the schools. The west side contains additional bedrooms and dormitories; accommodation for the students of the Theological Department, and the houses of the warden and sub-warden. The assistant masters' rooms are placed in different parts of the building, so as to bring all the boys' bedrooms and dormitories within reach of one or other of them. The east side of the quadrangle contains the large dining-hall, and a space which is destined to contain the college library, and further rooms for divinity students. The whole is built of a durable sandstone, found in the neighbourhood, of a remarkably well-tinted colour. The quadrangle may be termed as of the domestic style of of the fifteenth century. The chapel is decorated or middle-pointed. Most of the leading architectural features are taken from the chapel of Merton College, Oxford, which is perhaps the most beautiful ecclesiastical edifice in Oxford. The dimensions of the building are as follows:— Trinity College, Glen-almond.

College.—West front, outside, 272 feet; north front, 282.
Chapel.—Outside, 137 feet by 53; height, about 70 feet; height of proposed spire to be 175 feet.
Hall.—Inside, 70 feet by 32½; height from floor to apex of roof, 45 feet; height externally, about the same as the chapel.

There are four large class rooms, with accommodation for 525 scholars.

The dormitories appropriated to the public school department are of two kinds. In the first floor there is a series of separate rooms about 12 feet by 9½, and 9 feet 10 inches in height. In the upper storey there are long rooms, containing twenty-five separate compartments, divided by wooden partitions shoulder high. Each compartment averages 9½ feet by 6⅛. Height to apex of roof, 12 feet. In each of these compartments there is room for a bed, chest of drawers, wash-hand basin, etc., and each boy has a compartment to himself. The rooms are well ventilated, and presented an appearance of comfort above that which ordinarily falls to the lot of boys at a public school.

The foundation-stone of the chapel was laid by Sir John Gladstone, September 8, 1846, and it was consecrated May 1, 1851. The first stone of the hall was laid by the Duke of Buccleuch, September 11, 1861, and it was opened for use at the commemoration, July 15, 1863. There is a properly appointed and convenient sanatorium or sick-house at some distance from the College, at the southern extremity of the grounds.

There is rather a want of places for amusement in wet weather, but when we visited the school there was a scheme on foot for the foundation of a Fives Court. A covered racquet court, in addition, would be a favourite resort in bad weather; and, considering the nature of the school, there is nothing very extravagant in entertaining the idea of such a building.

Theological Department.

Before turning to the Public School Department of the College, which is more directly within our province, it may be well to direct attention to the following account of the Theological Department, which we extract from the account, referred to in the foot-note, published in the Appendix to the *Scottish Episcopal Clergy List*:—

'*Theological Department.*—This department is designed for theological students, preparing to become candidates for holy orders in the Church. The duration of the course is two years. Vacations at Christmas and Midsummer. Entrance only after Midsummer. The charge, including every necessary expense at the College, except academical dress, is £40 per annum. Entrance-fee, £5.

'*Preliminary Examination.*—Every candidate for admission is required to come prepared in the following subjects, according to a resolution of the Episcopal Synod, July 13, 1848:—

1. The Sacred History of the Old and New Testaments.
2. The Four Gospels in the original Greek.
3. Paley's *Evidences of Christianity.*

Trinity College, Glenalmond.

4. The first Two Books of Xenophon's *Anabasis* to be construed and parsed.
5. Cicero *de Officiis* to be construed and parsed.
6. A passage of English to be translated into Latin.

'It was further ordered by the same Synod that no one should be received as a divinity student who has not been *confirmed* and become a communicant; and every candidate is required to bring a testimonial of good character from the Bishop of the diocese, or at least from the clergyman of the congregation to which the applicant belongs, recommending him as a fit and proper person to enter upon a course of preparation for holy orders.

'At an Episcopal Synod held October 6, 1864, it was further ordered, that "all candidates for admission to the Theological Department at Trinity "College shall either have taken a degree, or shall produce to the warden a "certificate of their having completed the required attendance to qualify for "a degree, at some university or college, unless the candidate shall have re-"sided in Trinity College, Glenalmond, in the Public School Department, for "not less than two years, and is duly qualified in literature, in terms of "Canon x."

'Aids to Divinity Students.

'I. *Pantonian Bursaries*, of the annual value of £15, are bestowed by the bishops, from the endowment of the late Miss Katherine Panton, upon "deserving young men, being born Scotsmen, or at least of Scotch parents," who are "desirous of serving in the sacred ministry" of the Scottish Episcopal Church, and who "are not otherwise able to prosecute their studies, and ob-"tain a liberal education." These bursaries are at the sole disposal of the Bishops, as Miss Panton's trustees.

'II. The *Jamieson Bursary*, of the annual value of £20, being the interest of the "Theological Students' Fund," which was collected by the late Rev. A. Jamieson of Glasgow, is adjudged, after examination, to a divinity student of Trinity College, in terms of an agreement entered into between the Bishops, as Jamieson's trustees, and the College Council. It was stipulated by the founder that the holder, who must be a person "of promising abilities, of "sound religious principles, and of good moral conduct," should be bound to refund the money in case he failed to devote himself to the holy ministry, and that all accumulations, whether from such re-imbursements, or from occasional vacancies,—"if at any time there should be no approved candidate," —should be added to the principal sum.

'III. The *Luscombe Scholarship*, which is now of the annual value of £21, 15s. 10d., is conferred, under the bequest of the late Right Rev. Bishop Luscombe, on a student of Trinity College, "who shall have studied during the "required terms for one year," after an examination "principally directed" to the following prescribed subjects, viz., the Constitution of the Christian Church, the Apostolic Succession of the Clergy, the Mysteries of the Holy Eucharist and Baptismal Regeneration, the History of the Liturgy and Book of Common Prayer, the Scottish Communion Office, and other Church matters, which may be varied from time to time by authority of the Primus and two other Bishops. It is tenable for five years, "provided such students shall "reside so long in the said College;" but the present limitation of the entire divinity course to two years causes the vacancy to occur every year. Accumulations dealt with as under the last head.

'IV. The *Houblon Bursary*, of the annual value of £18, is bestowed on "any approved student (of Trinity College) of whom it should be certified, "that he was qualified to teach and preach in the Gaelic tongue." By a resolution of the Bishops, September 27, 1855, it was directed, "that any student "who receives the Houblon Bursary should be bound to hold himself willing "and prepared to accept the offer of a Gaelic charge, and that the bursary be "granted only on this condition." In the absence of any such student, the interest falls to the benefit of the College.

'*N.B.*—The above bursaries and scholarships are paid to the divinity students in the form of deductions from their College accounts.

'V. The *S. P. C. K. Endowment.*—The interest on £1000, at four per cent., is payable annually by the Council of Trinity College to the Primus and Warden for the time being, to be applied by them for the benefit of the divinity

students, in such way as they may consider most advantageous. This interest has hitherto been devoted to the purchase of books, from which each student is furnished, on his entrance, with a number of volumes, including the works of Hooker, Pearson, and Butler, together with the various text-books, and books of reference, which are used in all the College lectures. Trinity College, Glenalmond.

'VI. *Bell Prize.*—An annual Essay-prize of £5, not confined to students attending the Bell Lectures, is offered every autumn, by advertisement in the public papers, on the foundation of the late Rev. Dr. Andrew Bell.

'The College is duly recognised in the Tenth Canon of the Scottish Episcopal Code of 1863, which provides that 'no person shall be admitted to the "holy order of deacons or priests, who has not taken a degree in Arts in some "university, or obtained a certificate from the Warden of Trinity College, "Glenalmond, that he has resided in that College, in the Public School De-"partment, for not less than two years, and is duly qualified in literature." The same Canon specifies, as the leading form of the requisite Theological training, "a certificate of having attended the usual course of the Lectures of "the Pantonian Professor of Theology, and of the Church's Professor of Eccle-"siastical History," which are now delivered at Trinity College. By Canon xxviii., the Warden of Trinity College is an *ex-officio* member of the Second Chamber in the General Synod.'

There are, in addition to the bishops, 166 officiating clergy in the Scotch Episcopal Church; of these 38, or nearly 23 per cent., were educated at Trinity College. Besides these thirty-eight officiating in Scotland, several have gone to England or the Colonies. When we visited the College, there were only two Theological students.

Public School Department.

The Public School Department is intended to furnish an education of the highest order for the sons of the upper classes, and so to prepare them either for the universities or for general or professional life. Boys are admitted at any age between nine and nineteen, and at the present time, every age between nine and eighteen is represented.

Finance.

The financial condition of the College is as follows:—The total expenditure upon the institution (including the hall, sanatorium, the land purchased over and above the original gift of 20 acres), since its foundation down to Midsummer 1865 is £71,175, 8s. 6d. Of that sum about £52,000 was furnished by free donations, and a considerable portion more by foundations vested in the College.

The annual income for the past year amounted in round numbers to £7,600, and the expenditure, including £2,400, for masters' salaries, was £6,590. Of this the main part is of course the bursarial expenditure, or money spent on the maintenance of the boys and the masters. The average annual earnings of the College for the last twelve years have been, as nearly as possible, £1,000 a year. Annual Income.

There are several scholarships and exhibitions of considerable value assigned to the Public School Department, besides those belonging to the Theological Department. They are thus mentioned in the account to which reference has been made:— Scholarships.

'Scholarships and Exhibitions in the Public School Department.

'*Open Scholarships.*

'Some scholarships, of the annual value of £40 each, were founded by the Council of Trinity College in 1865. They are open to all boys of good character, whether already in the College or not, who have passed their twelfth and not reached their fourteenth birthday on the 1st of the preceding January in each year. No restriction from place of birth of position of parent;

Trinity College, Glenalmond.

but the scholarships are not to be combined with any other college scholarship or remission. The effect of each scholarship is to reduce the College charge, in the case of boys under thirteen, to £33, 10s., and in the case of boys above thirteen, to £44. Entrance fee for new boys, in all cases alike, £5. The scholarships are tenable as long as the scholar remains in the school, unless forfeited for idleness or other misconduct.

'The competition extends over two days, in connexion with the general examination in July. Candidates not previously in the school will be lodged in College for those days, if they desire. The roll of those who head the list is announced at Commemoration; and the names of those who come nearest to the successful candidates are reserved, that they may be called up on the occurrence of any accidental vacancy during the ensuing year.

'The examination extends over the ground covered in the third and fourth forms of the school, more particularly over the following subjects:—

1. Elementary religious knowledge.
2. English dictation.
3. Arithmetic.
4. Latin and Greek grammar.
5. Translation from some easy Greek or Latin author.
6. Latin composition, prose and verse.

'Notice of candidates must be given to the Warden at a time specified each year by public advertisement. It must be accompanied, in the case of new boys, by certificate of baptism and certificate of previous good character and conduct.

'*Exhibitions granted to the Sons of Clergy.*

Exhibitions.

'1. By resolutions of October 4, 1854, and September 19, 1855, it was arranged that all sons of Scottish clergymen of every rank, and a limited number of the sons of English clergymen of small professional income, should be received at a reduction of £30 from the usual charge, *i.e.*, at £50 a year above, and £40 below, the age of thirteen, instead of 80 and 70 guineas, the sums payable by sons of laymen. Entrance fee in all cases alike—£5. But in consideration of this general remission, it was also resolved, at the former date, "that no deduction on the ground of right of nomination will be per-
" mitted, in the case of new entrants, to take effect for the benefit of any one
" who otherwise enjoys a reduction from the ordinary charge, either as an
" exhibitioner or as a clergyman's son."

'2. By resolution of October 6, 1858, it was determined to add six exhibitions of £20 each, reducing the annual charge by £50, *i.e.*, to £30 and £20, for the benefit of six sons of Scottish clergymen who could establish, on a strict examination, graduated according to their age, that they were 'boys of so
" much promise, as to make it likely that the college education would be
" really serviceable to them."

'3. The Skinner scholarship, which is of the annual value of £20, was founded by public subscription in 1859, "for the purpose of establishing a
" perpetual memorial of esteem and veneration for the deceased Right Rev.
" William Skinner, D.D., late Bishop of Aberdeen, and Primus of the Scottish
" Episcopal Church." It is subject to the following rules and regulations:—

'(1.) The scholarship shall be conferred, after a competitive examination among the sons of clergyman of the Scottish Episcopal Church attending the junior department of Trinity College, upon the boy of highest merit, a preference being given, in the case of equality, to the diocese of Aberdeen.

'(2.) The scholarship shall be tenable along with any other exhibitions conferred by the College, so long as such exhibitions, in conjunction with this scholarship, shall not exceed the total College fee.

'(3.) The competition shall take place at the end of the long term, immediately before the summer vacation, and shall be open, with the one exception mentioned in Rule 2, to all sons of clergymen then present in College and expecting to return in the ensuing term.

'(4.) The enjoyment of the benefit shall be prospective; that is, the annual grant of £20 shall be available for the College expenses of the scholar during the year subsequent to his election, provided he return and be again a regular

student in the junior department, and shall be payable to him half-yearly, and in the event of an accumulation of any of these yearly or half-yearly payments through the death or non-return of the scholar, or of his not remaining at College for the second half of a year after receiving the instalment for the first half thereof, such accumulation shall go to form a fund, to be applied, at the discretion of the Council, for the benefit of the boy who was second at the examination, and of those who may be second at future examinations, provided always they return to College, and become regular students, in manner before mentioned. Trinity College, Glenalmond.

'(5.) The period during which the scholarship is to be enjoyed shall not exceed four years.

'(6.) The examination shall be graduated according to the age and standing of the boys, and the decision shall rest on the relative, not the absolute, merit of the candidate; that is to say, in reference to the progress which they have made in their various studies, according to the ages of the different candidates, and the opportunities of instruction they have enjoyed, and not in reference to the actual amount of knowledge they have respectively attained.

'(7.) A silver medal, to be known as the "Skinner Medal," shall be presented to each successful candidate, to commemorate his election.'

The cost of education is 70 guineas per annum for boys below thirteen, and 80 guineas above that age. All sons of Scottish clergy are received at £40 and £50, according to the same division of age. The entrance fee is £5. This covers every necessary expense at the College, including the use of the sanatorium and the attendance of the regular medical officer. Lessons are given in drawing, fencing, etc., to those boys whose parents desire it, at the following extra rates:—Drawing, £3, 13s. 6d. per annum; fencing and gymnastics, £4, 4s.; drilling, £2, 2s. Supervision in music can be obtained from one of the masters at the rate of four guineas per annum. The annual College charge is divided in proportion to the length of the two terms, three-fifths of the whole being payable for the long term (January to July), and two-fifths for the short term (September to December). It is expected that all accounts due at the end of each term shall be paid before the close of the succeeding vacation. Cost of education.

The total cost, however, at Glenalmond is best brought out by a consideration of the following note of fees furnished to us by Dr. Hannah, which were paid by seven boys for the year 1866 under the different branches. Three of these boys are under thirteen years of age; the other four above it, and they may be taken as fair specimens of the ordinary expenses.

No.	College Fees.	Books and Stationery.	Extra Classes (Drawing, Fencing, or Music).	Miscellaneous (Tailors, Bootmakers, and Housekeeper).	Journey Money and Pocket Money.	Total.
1.	£84 0 0	£4 18 6	£8 18 3	£6 12 7	£4 4 6	£108 13 10
2.	84 0 0	2 1 6	9 10 8	2 12 8	8 6 0	106 10 10
3.	84 0 0	1 5 6	...	2 12 6	4 2 3	92 0 3
4.	73 10 0	2 0 0	...	2 6 4	2 4 0	80 0 4
5.	73 10 0	2 17 0	5 5 9	2 6 3	2 7 0	86 6 0
6.	80 17 0	7 3 6	4 4 0	6 7 7	1 17 9	100 9 10
7.	73 10 0	2 11 6	2 2 0	3 9 8	2 19 3	84 12 5
	£553 7 0	£22 17 6	£30 0 8	£26 7 7	£26 0 9	£658 13 6

The average cost, therefore, including everything, may thus be put:—

A. Sons of laymen—
- (*a.*) Above thirteen, £95 to £105 per annum.
- (*b.*) Under thirteen, £80 to £90 per annum.

B. Sons of clergy—
- (*a.*) Above thirteen, £61 to £71 per annum.
- (*b.*) Under thirteen, £46, 10s. to £56, 10s. per annum.

Trinity College, Glenalmond.

This annual amount is of course very considerably decreased in the case of those who are fortunate enough to gain a scholarship or an exhibition.

Teachers.

The staff of teachers is as follows :—The Warden, Rev. J. Hannah, D.C.L., late Fellow of Lincoln College, Oxford, has under his exclusive charge the classical division of the sixth form, and the general supervision and management of the whole college ; he is also Professor of Theology in the college. The Rev. R. H. Witherby, M.A. of Exeter College, Oxford, Sub-Warden, undertakes the classical division of the fifth form. The Rev. O. Orton, M.A., late scholar of Corpus Christi College, Oxford, is Bible lecturer, tutor in Theology, and chaplain. His duties are confined to the senior or Theological department.

The junior classical classes are taught by Mr. Park, B.A. Oxon., late scholar of Lincoln College, and Mr. Knowles, B.A. St. John's College, Cambridge.

The Mathematical division of the school is taken by the Rev. W. H. Bolton, B.A., late scholar of Trinity College, Cambridge, Rev. J. Turner, L.Th., of King's College, London, and Mr. Knowles.

The Modern Language division is taught by Mr. Hangen, Phil.D. and M.A., University of Giessen, assisted by Mr. Park.

The staff is thus a very strong one, and all these masters are resident in the college.

Scholars.

The total number at the college, 95, is below the average *half-yearly* attendance of the last seven years. The average has been 100 ; maximum 109, minimum 95. If the average were taken on the *whole year* it would be higher by 7—say 107.

The boys for the most part, indeed almost exclusively, belong to the higher classes in Scotland. There is less mixture among them than at any school which we have visited. The Warden supplied us with a list of the professions of the parents of the scholars at present attending the College, and from this it appears that 18 were sons of landed proprietors ; 16 of merchants ; 14 of clergymen ; the fathers of 10 of the boys were advocates or lawyers ; 9 were military men ; 5 were judges, either in this country or in India ; two were professors ; 1 was a peer of the realm ; 1 a baronet, and the remainder belonged to miscellaneous professions, bankers, artists, architects, officers in the civil service, etc.

Twenty-three, on an average, have left annually for the last three years ; thus :—

	Annually.
For Oxford,	1
„ Scotch University,	1
„ Eton, Harrow, or Rugby,	4
„ other English schools,	1
Home, to private tuition, or abroad,	5
Army or Navy,	5
Direct to the Colonies or business,	6
	23

Organization.

Arrangement of the School.

In this notice of the teachers, we have used the word 'division' in preference to 'department,' to indicate a very important feature in the organization of this school. The whole school is divided into three different sets of classes, each extending from the highest to the lowest. Of these, the first set is arranged by proficiency in classics and history, the second by proficiency in mathematics and arithmetic, and the third by proficiency in German and French. A boy's place in each of these sections is determined purely by his knowledge in that branch of education, without reference to his position in the other classes, and his promotion from one class to another of the three divisions is not affected by his proficiency in any of the subjects embraced by the other divisions.

To carry out this arrangement, an elaborate time-table is necessary, which, for the sake of clearness, we give as it was furnished to us by the Warden :—

Trinity College, Glenalmond.—Public School Department.

General Scheme of Time-Table.

Hours.	Monday.	Tuesday.	Wed.	Thur.	Friday.	Saturday.
7—7·30.	Repetition of Greek and Latin.					Modern Languages.
7·30—8·0.	Divinity.					
Breakfast at 8. Chapel at 9.						
9·45—11.	Classics, saying lessons.				Maths. and Modern Languages.	Classics, saying.
Quarter of an hour break.						
11·15—12·30.	Classics, learning lessons.		Mathematics.	Classics, learning.	Maths. and Modern Languages.	Classics, learning.
Dinner at 2.						
3—4·15.	Classics, saying.	...	...	...	Classics, saying.	...
3·30—4·15.	Classics, saying.	Maths. and Modern Languages.	...	Maths. and Modern Languages.	Classics, saying.	...
4·30—6.	Classics, learning.	Maths. and Modern Languages.	Modern Languages, etc.	Maths. and Modern Languages.	Classics, learning.	Chapel, 5·15.
7—9.	Composition and preparation.					

Notes.

1. No return made here for Sunday.
2. The hours of the junior school (Forms I. and II.), are half-an-hour shorter at night; they have more English and writing, and proportionately less classics.
3. The hours here given are in use for most of the year; the changes made on the one hand for the depth of winter (half-an-hour later in the mornings), on the other for the height of summer (more play in the evening, but later bed), would not affect the general distribution.
4. French has been taught here to every boy, even the youngest, since the summer of 1857, nearly ten years; and German is also taught to all the upper part of the school.

This time-table gives 45 hours a week for both preparation and saying lessons, viz. :—

Trinity College, Glenalmond.

Six before breakfast, 1 hour,		6
Six forenoons, 2½ hours,		15
Five afternoons, 2 full, at 3 hours,	6	
2 shorter, at 2½ hours	5	12
1 only, 1 hour,	1	
Six evenings, 2 hours each,		12
TOTAL,		45 hours.

Divided thus :—

Divinity, half an hour early on 5 mornings,		2½
Classics, including English, history, and geography—		
Saying lessons ; repetition 5 half-hours early,	2½	
5 mornings at 1¼ each,	6¼	
2 afternoons at 1¼,	2½	31¼
Learning lessons ; 4 mornings at 1¼,	5	
2 afternoons at 1½,	3	
Composition and miscellaneous work, 6 evenings,	12	
Modern languages and mathematics,—		
One early morning (modern languages),	1	
One part forenoon (mathematics),	1¼	
One part afternoon (modern languages),	1	11¼
full morning (Friday),	3	
Two afternoons at 2½,	5	
TOTAL,		45 hours.

By this arrangement the different classes do not interfere with each other, and while more time is given to classics than to the other branches, neither mathematics nor modern languages are neglected.

The sub-division of the different classes, and the ages and numbers of the boys, are as follows :—

Divisions.	Classes.	Ages of Scholars on Roll (all in Attendance). 8 and under 12.	12 and under 16.	16 and above.	TOTAL.
Classical,	1	14	6	...	20
	2	1	15	...	16
	3	1	19	1	21
	4	...	13	4	17
	5	...	6	8	14
	6	...	...	7	7
Mathematical,	1	9	5	...	14
	2	4	8	...	12
	3	2	17	...	19
	4	...	13	...	13
	5	...	6	6	12
	6	...	7	3	10
	7	...	3	11	14
Modern Languages, Junior,	1	8	7	...	15
	2	5	7	...	12
	3	1	9	...	10
	4	1	10	...	11
Senior,	1	1	11	3	15
	2	...	8	4	12
	3	...	6	4	10
	4	...	1	9	10
Whole College,		16	59	20	95

Examinations.

Trinity College, Glenalmond.

We attended the various classes as they were engaged at their regular work, and we asked a few questions *viva voce* to the sixth form boys, but as we were not permitted to examine the classes, we are unable to express any opinion upon the work of the school.[1]

The list of honours gained by former pupils during the year 1865-66 contains—From Oxford, (1.) a first classman in the final examinations gained by a Snell Exhibitioner, and a first classman in Moderations; (2.) a second in Moderations; (3.) a second in law and modern history. From Cambridge, there is a 23d wrangler. In the Indian civil service two appointments; at Glasgow, the same scholar gained the first prize in the Latin class, and the Latin verse prize at St. Andrews; one student was mentioned four times in the honour list of the senior Greek and Latin classes, and five old pupils passed the examinations for commissions in the army.

Remarks.

The Warden took us over the whole institution, and showed us all the arrangements in the boarding establishment for the comfort of the boys. In many ways, though on a smaller model, it contrasts very favourably with some of the public schools in England. By way of contrasting certain of the features of this school with those of some of the public schools, we have been furnished with statistics from Eton,[2] Harrow, and Rugby, with regard to—(1.) the expenses in the respective schools; (2.) the length of the school year; (3.) the hours per week given to mathematics and modern languages; and (4.) the time devoted to chapel services.

1. Expense at Eton, Harrow, Rugby, and Glenalmond.

1. It appears, then, that the annual expenses of the four schools are as follows:—

Eton, about £200 per annum.
Harrow, about £160 at an ordinary house; or £200 at a small house.
Rugby, about £130.
Glenalmond—for a boy under thirteen, about £85.
„ „ above „ „ £100.

These amounts include all expenses incurred at the several schools, except pocket-money, and in the case of Glenalmond pocket-money is included. At Eton, Harrow, and Rugby the ages of the boys make no perceptible difference in the amount of their bills.

2. Length of school year at the four schools.

2. The length of the school year is—

At Eton,	. . .	37 weeks.
„ Harrow,	. . .	38 „
„ Rugby,	. . .	37 „
„ Glenalmond,	. . .	39 „

3. Time given to mathematics and modern languages.

3. We have called attention to the arrangement by which Glenalmond is divided into three divisions, for classics, mathematics, and modern languages. The importance of this is more obvious when we contrast the amount of time given to these subjects at the different schools, more particularly in contrasting it with Eton and Harrow.

At Eton, three hours weekly are given to mathematics in the upper school, and three in the lower. French is taught in the lower school, and as far as the upper remove for two hours per week. French is not taught in the upper school, and German is optional throughout the school.

At Harrow, three hours weekly are given to mathematics in the upper half of the school, and two in the lower. It is at present proposed to increase the time given to mathematics by half an hour a week in the lower part of the school. Even as it is, some boys have extra private lessons twice a week. French or German is taught to the whole school, except the two lowest forms,

[1] *Cf.* Correspondence between the Secretary of the Commission and the Rev. the Warden.

[2] We have to thank Mr. Edward Austen Leigh for the information regarding Eton; Mr. Edward Bowen for the information regarding Harrow; and Rev. T. W. Jex Blake for the information regarding Rugby,—all masters in the respective schools.

Trinity College, Glenalmond.

two hours per week. French is also taught in some cases, one hour per week, by the tutors in their 'pupil rooms,' and some boys have extra private lessons twice a week.

At Rugby, three hours weekly are given to mathematics in both the upper and middle schools, and four in the lower. French is taught one hour per week in the sixth form and upper school; two hours in the middle and two hours in the lower. German or natural science is also taught for two hours per week in the upper and middle schools.

At Glenalmond, eleven and a quarter hours are given each week to mathematics and modern languages, including time given for preparation; the system being at Glenalmond that during the hours devoted to these subjects the school is given up to them, and one set of boys will be *preparing* while another set is *saying* lessons; the exact proportion given to each of these two stages is determined by the size and proficiency of the classes.

The time given to these subjects in the three English schools includes only that which is given in school in saying the lessons previously learned out of school. If an equal time were given out of school in learning the lessons, the result would be as follows :—

Time per Week given to Mathematics and Modern Languages.

At Eton, . .	Upper School,	6	hours.
	Lower School,	10	,,
At Harrow, .	Upper School,	10	,,
	Lower School,	8	,,
	Lowest forms,	4	,,
At Rugby, .	Upper School,	12	,,
	Middle,	14	,,
	Lower	12	,,
At Glenalmond,	whole school,	11¼	,,

Thus the time devoted to these subjects at Glenalmond and at Rugby is very similar, whereas it is very considerably greater at these schools than either at Harrow or Eton. In the lower forms at Harrow, four hours only for thirty-eight weeks are given to these two subjects, or 152 hours in the year. Whereas, at Glenalmond, eleven and a quarter hours for thirty-nine weeks are given to them, or say 439 hours in the year. In the same manner, six hours per week for thirty-seven weeks are given to these subjects in the upper school at Eton, or 222 hours in the year as against 439 at Glenalmond. The same, of course, holds good if the Rugby hours are compared with the Eton and Harrow hours.

4. Chapel Services.

With regard to the chapel services, we find that at Eton there are two services on Sundays, two on whole holidays, and one on half-holidays; but no chapel service on ordinary week-days. At Harrow, there are three services on Sunday, one on Saints' days, none on holidays or half-holidays, or ordinary days. But there is morning service on the first day of each quarter, and evening service on the last evening of each quarter. In Lent, the school attends morning service in chapel instead of having prayers in school. At Rugby there are three services on Sunday, viz., 1. Litany, 8.30 A.M.; 2. Morning prayers, 11.30 A.M.; 3. Evening service, followed by sermon, at 4 P.M. On Ascension Day, All Saints' Day, Ash Wednesday, and Good Friday, there is morning service at 11.30 A.M., with a sermon. On the first morning of each term there is 8 A.M. service with sermon. On the last afternoon of each term there is afternoon service without sermon. Prayers every morning at 7 A.M. in big school; every evening at 9.30 P.M. in each house.

At Glenalmond, there are three services on Sundays, two on Saturdays, and one every day morning service, in addition to early morning prayers. No difference is made for holidays or half-holidays, and there are no special services on Saints' days for the boys, except as far as their ordinary attendance there brings them to a service adjusted for the day, and except on Ascension Day.

We have been led to institute this comparison by the impression left upon our minds that the chapel services at Glenalmond were more frequent than at any of the English public schools, and by the fact that in more than one instance parents of boys educated at Glenalmond spoke to us about the fre-

quency of the chapel attendances. They considered that the boys got so used to the services, that they came to disregard and undervalue them, and to lose their reverence for chapel. They thought also that their boys were apt to get into desultory habits of mind by having to spend so much time daily in chapel thinking of nothing, and unable to concentrate themselves upon the form of worship that had become so familiar. This is a delicate subject to touch upon, and we do so with much diffidence. But it is apparent from the foregoing statement that there are upwards of 200 services at Glenalmond, more than at any of the three great schools in England during the year, and we have thought it well to direct attention to it. At Rugby, the chapel services are fewer in number than at any of the other schools, 118 each year as against 392 at Glenalmond, yet the feeling on part of all Rugbæans for chapel services during their school time, and the affection with which they regard the chapel after they have left, is one of the most interesting features connected with that school and its associations. Under a recent head-master it was proposed more than once to introduce daily services, but this proposal was on each occasion negatived by the under masters. If a daily service had been introduced, and the boys got familiarized with it and with the chapel, and got to look upon the daily services as something irksome, it is more than doubtful if the strong feeling of affection and reverence for the chapel and its services would have been as widespread and lasting as it is. Trinity College, Glenalmond.

In other respects Glenalmond though on a small scale contrasts well with those schools. There appeared to be about it much of the freedom and manliness of the public schools, and something of the genial healthy tone and *esprit de corps* of these great institutions. The school has not been long enough established to give time for a train of old school traditions to grow up and mould the character of the scholars. But from what we saw of Glenalmond we felt that there is no reason why in its own sphere it should not have in Scotland as high a name for its moral and social training as the English schools have in England. Its sectarian character, however, and its isolated position as an Episcopal school in a Presbyterian country, forbid the hope that it can exercise any but a limited influence on the people of Scotland. With regard to the stamp of education given, we repeat that we are unable to form any estimate or express any opinion. [S.]

Hamilton Academy.

Visited April 9, 1867.

XLVII.—HAMILTON ACADEMY.

History and Constitution.

Hamilton was a burgh of barony in 1456, and a royal burgh in 1548. In consequence of the resignation of its rights and privileges as a royal burgh, it was created into a burgh of regality by a charter of Charles II., to Anne Duchess of Hamilton, in 1668.[1]

The books of the Town Council, as at present in possession of the Town-clerk, go back only to 3d October 1701. It is believed that many older ones, at a remote period, got into the possession of private individuals, and still exist, but we have no access to them. Our information, therefore, as to the history of the Old Grammar School is very limited.

Prior to 1714, the Grammar School was situated near the old church-yard, adjoining the Palace, but Anne Duchess of Hamilton built and gave to the Town Council what is now called the Old Grammar School, in Grammar Square. In the old *Statistical Account of Scotland*, dated 1792, the following notice occurs:—

'There is a large hall for a grammar school, which has had, for a long time 'past, a good reputation, and, besides the youth of the place, a great many 'boarders from a distance have been educated at it. About twenty-two years 'ago another schoolmaster was established to teach English, writing, arithmetic, 'etc., to whose salary the emoluments of precentor and session-clerk have been 'added, together with the interest of £100 left by Mr. James Naismith, for the 'education of poor children in the parish.'

And according to the *New Statistical Account* of 1835, the state of education in Hamilton was as follows:—

'*Education.*—Number of schools in the parish at last examination, and the 'number of scholars attending each,—

1	Grammar,	35
13	English,	722
2	Boarding for young ladies, 20 and 50,	70
1	Writing,	80
1	English, Low Waters,	33
1	Do., Earnock,	12
1	Do., Darngaber,	45
20		997

'The salary of the grammar schoolmaster is £34, 4s., and his fees may amount 'to £50. As session-clerk he has about £30 per annum. The fees paid at the 'Grammar School are 7s. 6d. for Latin, and 10s. 6d. for Latin and Greek per 'quarter. The ladies' school fees are from 5s. to 10s. 6d. per quarter. The 'Grammar School of Hamilton is of ancient date, and has, no doubt, been instru-'mental in producing that superior civilisation, courtesy of manners, and ardent 'pursuit of literature, for which many of the inhabitants of the place are sup-'posed to be distinguished. In 1588, we find Lord John Hamilton granting a 'bond, still in the possession of the Corporation, settling for ever on that school 'the yearly sum of £20 Scots. The present school-house is a venerable pile, 'near the centre of the town, containing a long wainscotted hall, emblazoned 'with the names of former scholars cut out in the wood as at Harrow. Many of 'these are from foreign climes, and from all parts of Britain. Pillans, Whale, 'Gillies, and other eminent teachers, have been masters of this school, and the 'present teacher, the Rev. George Shaw, is not inferior in classical attainments, 'assiduity, and success as a teacher, as any of his predecessors. The ladies' 'schools have also been of great service in instructing the understandings, and in 'contributing to the accomplishments, useful and ornamental, of the female sex.'

In 1847, this Grammar School was sold for £253, and in 1848, the present Academy building was erected. The funds were provided, one-half by the heritors of the parish, one-half, partly by the Town Council, partly by subscriptions from the public. The buildings were erected at the joint expense of

[1] Chalmers's *Caledonia*.

these three parties, but as separate buildings, the division being a mutual gable. The upper part of the heritors' portion is a dwelling-house for the Rector. The corresponding flat in the Town-Council's building was intended for a dwelling-house for a teacher, but owing to the great increase in the number of scholars, it was converted into two class-rooms. The school was thus a parochial, a burgh, and a proprietary school combined, and was designated an academy. Hamilton Academy.

In 1863, the Academy was unpopular. The numbers had declined from 200 to between 30 and 40, and a Free Church school in the town rose to a sort of eminence on the failure of the Academy. The rector was considered to be the cause of this. He was rector only in name, the other masters being independent. Upon his death, the constitution of the Academy, which began to be considered defective, was amended in the manner following :—

AMENDED CONSTITUTION OF THE HAMILTON ACADEMY.

'1. The object of the institution is to provide the means of instruction for the 'children and youth of the town and parish, in all the branches of an enlight-'ened, liberal, and Christian education. In attaining this object, advantage has 'been taken, in so far as possible, of the previously existing institutions or en-'dowments founded in law or usage, so as to form of these, with the aid of 'voluntary subscriptions, one efficient institution available to all classes of the 'community.

'2. There shall be a board of directors, who shall have the general superintend-'ence and direction of the affairs of the institution. Each subscriber to the 'extent of £20 and upwards, or his heir or assignee, shall be a director; and 'any number of subscribers, or corporation, or society, or Christian congrega-'tion, who shall collectively have subscribed to that amount, may appoint one, 'and in case of the Town Council, two of their number, to represent them as 'directors. These directors shall, at each meeting, appoint a chairman, and three 'shall form a quorum; and in the event of an equality of votes at any meeting, 'the chairman shall have a casting vote.

'3. Two general meetings of the directors shall be held in each year, on the 'first Monday of August, and the first Monday of February, but a meeting may 'be called at any time by any one director on eight days' notice. The directors 'may, at their annual general meeting in August, appoint a standing committee 'of management, consisting of their number, to act for the ensuing year. At 'each half-yearly general meeting a report will be given by the rector, stating 'the progress of the institution, the number of pupils, collectively and in each 'branch, with any other information he may think requisite, or which he may 'be requested to report.

'4. The rector of the Academy shall be at the head of the establishment, 'though devoting his more immediate and personal attention to the classical and 'higher departments, and he shall have well-qualified assistant teachers to give 'instruction in the English and commercial branches, and any others not under 'his own personal care.

'5. The rector will be appointed by the Magistrates and Town Council, and 'the parochial schoolmaster duly elected and passed by the University Exam-'ining Board shall be appointed to this office. The assistant teacher shall be 'appointed and paid by the rector, but subject to the approval of the directors, 'who shall also have power to require the dismissal of any of them should they 'see cause.

'6. The rector will draw his salary as parochial schoolmaster, and also the 'whole school fees, which fees shall be charged at such rates as may from time 'to time be fixed by the heritors and directors.

'7. The directors shall have power from time to time to regulate the hours of 'teaching, and also the branches to be taught at the Academy, in addition to 'those incumbent on the parochial schoolmaster, by law or arrangement.

'8. The burgh salary of £ shall either be paid to the rector, or applied 'otherwise for the benefit of the institution as the Town Council, with concur-'rence of the directors, may from time to time decide.

'9. The rector shall have the use, rent free, of the buildings and ground be-'longing to the subscribers, for purposes connected with the establishment; and 'shall, in consideration thereof, pay the feu-duty, insurance, interest of debt, 'and any repairs and other current charges affecting the same, so as the direc-'tors may be put to no expense in connexion therewith.

Hamilton Academy.

'10. The property of the Academy and ground attached (exclusive of the property of the heritors) shall be vested in and held by such trustees as have been or may be named by the directors.

'11. The regulations and provisions herein above contained shall be and form the constitution of the Academy from and after this date, the original constitution thereof being rescinded, in so far as not herein above repeated; but the directors shall still have power at any time to rescind, alter, or amend any of the said regulations and provisions above set forth as may appear to them most conducive to the prosperity and usefulness of the Academy; and they shall also have power, from time to time, to enact such rules and bye-laws for the regulation of the institution as they may think expedient and proper.'

Under this constitution the Academy was carried on until 1866. At this time many of those who had subscribed towards the foundation of the new school in 1848 were dead, or had ceased to take any interest in the Academy. The remaining contributors, therefore, agreed to hand over their interest in the institution to the Town Council for the public benefit, in consideration of their being relieved by the Council of £373 of debt, for which, as subscribers, they were liable. Accordingly, on April 5, 1866, they passed a minute rescinding the second and third articles of the amended constitution of the Academy, and providing that the Magistrates and Town Council, and their successors in office, should be the directors of the Academy, the proprietary portion of the existing directors retiring, and the Town Council as the new directors assuming their duties and obligations. The managing body, therefore, of the Academy consists one-half of the heritors of the parish and one-half of the Town Council, and in them the school buildings and other property connected with the school are vested.

This board of management exercises control over the scale of fees, the appointment and dismissal of the masters, the course of study, the discipline, and the appointment of examiners, but it does not exercise control over the admission and expulsion of the boys.

Buildings.

The site of the school is very good. It stands high, upon one of the rocky peninsulas into which the town of Hamilton is intersected, and though somewhat exposed to the west winds is healthy and suitable. The buildings are good, but the arrangement of the rooms, the fire-places and windows, is not quite perfect. There are five school-rooms, with accommodation for 300 scholars. The furniture is good; repairs are executed, when required, by the heritors, and by the rector paying the annual charges of the Council's part of the buildings, and certain other expenses specified below. The rector has a good residence, with accommodation for from 10 to 12 boarders. There is a small gravelled playground for both boys and girls, about a rood in extent, round the school buildings. There is no covered place for play in wet weather.

Finance.

Income of School.

There are no bursaries or special endowments connected with the school.

The income of the school amounts to £441, 2s. 4d., of which £360 comes from fees.

Salaries.

The rector's salary is paid partly by the heritors, partly by the Town Council. It amounts to £81, 2s. 4d., of which £70 is derived from the heritors as their assessment for the parish school, and £11, 2s. 4d. from the burgh. In the account of the charge and discharge of the burgh funds for 1866, it appears that £21, 2s. 4d. is contributed by the burgh for 'salary to the rector of the Burgh Academy, and prize money.' Hence £11, 2s. 4d. is paid for the salary of the teacher, and £10 for prizes to the scholars.

The income of the burgh, excluding £358 drawn from British Linen Company Bank, was, for 1866, £1315, 6s. 9d. The contribution of £21, 2s. 4d. represents a small proportion of that sum expended on education. When we visited the school, there were 286 scholars attending the Academy. The burgh of Hamilton, therefore, contributes about eighteenpence per head for the education of the sons and daughters of the burgesses. It appears, however, from the following statement by the rector, that, owing to certain expenses which fall upon him instead of the Town Council, he does not enjoy even the small salary assigned to him. 'I pay,' he writes, 'the annual charges for repair. The following statement will show what I pay for the Council:—

Hamilton Academy.

Feu-duty,	£7	3	4
Interest of £300 of debt at 2½ per cent.,	7	10	0
Charges for repair,	2	10	0
	£17	3	4

'You see, therefore, that more than the salary is paid in expenses that ought to 'be defrayed by the Council.'

Out of the fees the rector has to pay £296 to his assistants. His own income, therefore, from the school amounts to £127, 19s. 6d. The salaries of the under masters are as follows :—

Senior English master,	£80	0	0	per annum.
Junior English master,	70	0	0	,,
Arithmetic master,	70	0	0	,,
Elocution teacher,	16	0	0	,,
Female teacher,	60	0	0	,,
	£296	0	0	

Fees.

The scale of fees is as follows :—

ORDINARY BRANCHES.

	Per Quarter.		
English reading,	£0	3	0
Reading and writing,	0	4	0
Reading, writing, and arithmetic,	0	5	0
These branches with book-keeping,	0	6	0
Do. with grammar, geography, and history,	0	7	6
Plain and fancy needlework, knitting, etc.,	0	1	0

HIGHER BRANCHES.

N.B.—Those taking the higher branches are entitled to take all or any of the ordinary without additional charge.

Latin, French, or mathematics,	£0	10	0
Latin, with Greek, French, or mathematics,	0	12	0
Any three of higher branches,	0	14	0
All branches,	0	15	0
Drawing,	0	3	0
Pens and ink,	0	0	3
Heating and cleaning,	0	0	6

Quarter days, 3d August, 19th October, 11th January, and 28th March.

N.B.—*All Fees payable in advance.*

This scale of fees is very low, and from the following calculation it will appear that the cost of education to the parent is lower at this school than at any school of equal standing which we have visited.

In the initiatory department, a boy will learn only reading, writing, and arithmetic. In the middle school he will learn these subjects, with grammar, geography, and history, and perhaps drawing in addition. In the higher classes he will learn these branches, with Latin and Greek, and French or mathematics. In the highest classes he may learn all the branches taught in the school.

In the initiatory department he will cost—				
Instruction,	£1	0	0	per annum.
Charges for materials, etc.,	0	3	0	,,
	£1	3	0	,,
In the middle school—				
Instruction, including drawing,	£2	2	0	,,
Charge for materials, etc.,	0	3	0	,,
	£2	5	0	,,

Hamilton Academy.

In the higher classes—

Instruction, including drawing, etc.,	£3	0	0	per annum.
Materials, etc.,	0	3	0	,,
	£3	3	0	,,

In the highest class—

Instruction in all the branches taught in the school,	£3	12	0	,,
Materials, etc.,	0	3	0	,,
	£3	15	0	,,

The scholars come to this school at five and leave at fourteen, so that a full course comprises nine years. Dividing the course into four periods, a boy can be educated at the following moderate rate :—

Two years at	£1	3	0	=	£2	6	0
,, ,,	2	5	0	=	4	10	0
,, ,,	3	3	0	=	6	6	0
Three ,,	3	15	0	=	11	5	0
Books during these nine years (say),					5	13	0
					£30	0	0

Thus for £30 a boy may have the full nine years' course at this school, including all expenses, and for that he may secure a first-rate ordinary education, which will fit him for a university career, or indeed for almost any of the common professions in life. The charge for boarders in the rector's house is—

Boys under 10 years of age,	35 guineas.
,, 12 ,,	40 ,,
Boys above 12 ,,	45 ,,

These charges include school fees and board.

Teachers.

The staff of teachers consists of a rector, four under masters and one mistress. The rector is both burgh and parochial teacher. He was one year at the Established Church Normal School, and before his appointment to this school taught at Dundyvan Academy. He superintends the teaching in all the departments of the Academy. His special subjects are classics, mathematics, and French. His tenure is *ad vitam aut culpam*, and he may have the retiring allowance of a parochial teacher. Three of the masters are certificated, had been pupil-teachers, and educated at Normal schools. The elocution master is not certificated. The female teacher was educated at the Normal School.

The appointment of these teachers rests with the rector. 'I am guided,' he writes, 'in my choice of assistants, solely by the fitness of the applicants, irrespective of denominations, Roman Catholicism alone excepted.'

Scholars.

The numbers in the whole school were—

On Roll.		*In Attendance.*	
Boys,	154	Boys,	149
Girls,	132	Girls,	120
	286		269

Mr. Blacklock, the rector, has supplied us with the following statement of the occupations of the parents of all the scholars attending the Academy :—

Hamilton Academy.

Occupations.	*Scholars.*
Landed proprietors,	4
Professional classes, clergymen, writers, etc.,	14
Coalmasters,	8
Shopkeepers,	85
Master tradesmen,	77
Agents, clerks, travellers,	32
Farmers,	32
Working men, artisans, etc.,	22
Others, without occupations,	12
	286

The school, therefore, is attended, like all schools of the same stamp, by th classes between the highest and the humblest.

The scholars come to this school at five and six, and leave it at fourteen or fifteen. The majority of course do not remain for the whole period of nine years. The classes being optional, or at least there being no compulsory curriculum, some may attend only one year or only one quarter. When we visited the school there were only 7 in the highest class of Latin. They leave chiefly for offices and shops. No boy had gone to any university since the present rector's appointment; but he hopes to bring forward some in the course of time who will go to college. In answer to the question as to the sufficiency of the Academy instruction without supplementary aid to prepare a boy of good ability for success in the competitive examinations for scholarships at the universities, and for the civil, military, and East India Service, he says, that he considers the instruction is sufficient. The work done by the school in the higher branches during last session hardly bears out this estimate of the rector's. It is as follows:—

HIGHER BRANCHES TAUGHT IN HAMILTON ACADEMY—Session 1866-67.

Greek, begun in December, 62 pages Bryce's *First Greek Reader.*

IV. Latin.—Cæsar, Book II.; *Æneid*, Book I.; *Advanced Latin Exercises* (Chambers's), 57 pages; revision of grammar.

III. Latin.—*Cæsar*, Book I.; Chambers's *Elementary Latin Exercises*, latter half; revision of grammar.

II. Latin.—Chambers's *Elementary Latin Exercises*, pp. 32 to 64; grammar, conjugations, and syntax rules.

I. Latin.—Latin Grammar to end of first conjugation; Chambers's *Elementary Latin Exercises*, declensions.

III. French.—Hall's *Second French Book.*

II. French.— ,, *First* ,, ,, latter half.

I. French.— ,, ,, ,, ,, first half.

Geometry.—Euclid, Books II., III., IV., V., 15 Prop. of VI.; revision of I.; exercises once a week.

Algebra.—Simple equations, quadratics, arithmetic, and geometry series as contained in Scott's and Bridge's Algebra. No surds. Written exercises once a week.

All those who have taken those subjects have had in addition the subjects of the regular course of the school.

It must be borne in mind that when the rector was appointed, three years ago, there was not a boy in the higher branches, and when we visited the school we found a small Greek class of four boys, whereas there was no Greek class the year previous. It was quite evident that great progress had been made in classics and in French, and in mathematics, and the numbers show a decided though gradual increase.

At the end of the	1st	quarter of	1863,	there was in average attendance	96
,,	1st	,,	1864,	,, ,,	120
,,	2d	,,	1865,	,, ,,	205
,,	3d	,,	1866,	,, ,,	231
At present time, average of week ending 6th April 1867,					263

If the school goes on increasing in numbers, and the taste for the higher branches increases proportionally, the rector's estimate may not be too high.

The rector informs us that there is a prescribed curriculum, and that scholars

Hamilton Academy.

are not allowed to select their classes. At least they have to pay for all branches whether they take them or not. English is the basis, and the pupils are promoted from class to class by a special examination at the beginning of each session. This is one of the very few schools in which we have found this system in operation. Its result here was unexceptionably good. The school assembles in August, and that month is spent in arranging and classifying. The course for the year commences in September. A written examination is held every month on the portion of the course allotted to it, the failures marked and worked up. The course is finished in the end of April, and the last six weeks are spent in revising.

EXAMINATIONS.

Rector's Department.—Classics, French, and mathematics are taught by the rector. There are three classes in Latin, numbering 26 scholars in all; one class in Greek, numbering 4; two in mathematics, numbering 18 boys and 6 girls; and three in French, numbering 19 boys and 18 girls.

Classics.—In the 3d or highest *Latin* class there were 7 boys present on the day of our examination, from thirteen to sixteen years of age. They had finished the Second Book of Cæsar, and were reading the First Book of the *Æneid*. They also used Schmitz's *Advanced Latin Exercises* for composition. The time devoted to Latin by this class is one hour and a half daily, divided equally between Virgil and the book of Latin composition, together with grammar. The class was very well and carefully taught, and the scholarship, considering the time devoted to the study, was most satisfactory. The boys translated accurately, and not only answered grammatical questions, but understood the historical and geographical allusions in passages selected at random from former lessons.

The second class consisted of 8 boys, from twelve to fourteen, who were reading Cæsar. Here also the translation and parsing were excellent. The time devoted to the study is one hour and a half daily.

The junior class have only one hour a day, devoted exclusively to rudiments and grammar.

Only 4 boys were learning *Greek*. The text-book used was Bryce's *Rudiments* and *Reader*. About half-an-hour a day can be spared for this branch, but the progress of the boys was very good, and the general impression made by the appearance of all the classes in this department was, that the teaching was first-rate, and the results almost beyond what could have been expected.

In *French*, the senior class, a mixed class of boys and girls, translated a piece which they had not seen for some time. They did it very well; the parsing, also, was very accurately done. They appeared to be thoroughly well grounded. They have as an exercise long passages from their books for translation each month. We saw some of them, which were carefully done.

The junior class was well drilled in elementary work. Hall's books were used. In both classes the accent was very poor.

Mathematics.—One hour a day is given to this study. In this department there were 18 boys and 6 girls. In the highest section there were 11 boys, to three of whom a paper was set from the first Six Books of Euclid, and to 3 others a paper in algebra, with the following result:—

Time allowed $\frac{3}{4}$ of an hour.

Algebra.

No.	*Age.*	*Session.*	*Marks.* *Maximum* 200.
1	16	2d	100 } Average 73.
2	15	„	70 }
3	14	„	50 }

Euclid.

No.	*Age.*	*Session.*	*Marks.* *Maximum* 100.
1	16	2d	47 } Average 44.
2	14	1st	38 }
3	17	2d	47 }

English Department.—In the English Department we saw the 6th class, con-

sisting of 18 boys and 12 girls, all between eight and twelve years of age. They were apparently well taught in the usual Normal-school way. The local accent came out in the reading, and was very marked. Hamilton Academy.

In the 2d highest English class there were 13 boys and 10 girls present. They were examined by one of the assistant teachers in the history of England, and had got up their lesson very carefully, some of the top boys giving the words of the book off by heart in their answers to the questions. The teacher taught in the Normal-school method, but kept more closely than usual to the questions suggested by the lesson. He kept his finger on the place, and did not attempt to ask any question that was not contained in the lesson assigned for the day. This contracted method of teaching is very common in all Normal-school trained men. In the elementary schools, where you do not look for culture or breadth, this does not strike a stranger; but in higher class schools there seems a want of originality and power of mind in such training and teaching.

The highest class, 14 in number, 11 boys and 3 girls, did an English paper. The maximum was 170. Eighty-five was the highest number of marks gained, and 40 the lowest; average was 53. These papers were satisfactory. The answers to the historical questions were very well given. The important question happened to be one upon the Reformation, and as that was the period which the class was engaged on, they all answered it well. The grammar was not quite so good. The papers were neatly done, showing that the school was accustomed to paper work. The spelling throughout was good.

Arithmetic.—Fourteen, 9 boys and 5 girls, did a paper in arithmetic. The maximum was 200. Ninety-five was the highest number of marks gained, and 30 the lowest. The average was 49. They were very neatly done, and so far as they went well done. But no one attempted the more difficult questions. In both this paper and the English paper the highest marks were gained by girls and the lowest by boys.

Drawing.—In the Drawing Department there were some very good specimens. It is taught by the writing master, who holds a certificate from the School of Arts in Edinburgh. He studied there for two years. The writing of the scholars was very good.

Remarks.

This school is evidently doing very satisfactory and useful work. The numbers have steadily increased since the appointment of the present rector, and the work is gradually becoming more advanced. The grounding in all the subjects taught is admirably done. The fees might be raised, and if good men of *both* University and Normal-school training could be procured as assistant masters, the school might soon rank high in Scotland. [S.]

Ayr Academy.

Visited April 10 and 11, 1867.

XLVIII.—AYR ACADEMY.

History.

The first notice that we have of the School of Ayr is in 1264. In that year a misunderstanding having arisen between the Abbot of Paisley and two other persons, styled Dugald Judge of the Lennox and Robert Redhuie of Cultbrecke, concerning some lands, the matter was referred, in pursuance of a mandate from the Pope, to the deacons of Cunningham and Carrick, and *to the master of the schools of Ayr*. From that time till the Reformation, the school was more or less connected with the church of St. John the Baptist. But as early at least as the beginning of the 16th century, the Town Council had also some share in the management, for in 1519 Gavin Ross, one of the chaplains of the church of St. John, had a salary granted him by the Town Council for officiating as schoolmaster. In 1536, we have notice of a teacher of music, or, as he is usually called, of the 'Sang Scule,' and in 1583 it is enjoined that he shall be able not only to teach singing, but 'to play upon the spinnet.' He was teacher also of reading and writing. In 1666, on the appointment of a certain William Wallace as schoolmaster, all others are forbidden to teach except him and his doctor; and intimation is sent through the town by 'tuck of drum for 'entering of the youth to the schule.' A like prohibition was extended to unauthorized teachers of music and English, or, as it is called, Scotch, in the year 1683.

In 1727, the rector of the school was Mair, a well-known grammarian and arithmetician of his day. His *Introduction to Latin Composition* is still used in our schools. His books on arithmetic are nearly forgotten, but we found them in use in Perth Academy. The subjects taught in his time by himself and his doctor were Greek and Latin, writing and book-keeping, arithmetic and navigation. Apparently English was taught in a separate school. How long the music master was continued after 1700 we cannot say. As in many other places, he seems either to have disappeared entirely, or to have become merged in the precentor of the parish church.

The Ayr Academy, as it now exists, dates from 1794. In August of that year a committee was formed of persons who wished to improve education in Ayr. Subscriptions were applied for and obtained from residents in the town and country and an agreement was made with the Magistrates that their burgh school should be either incorporated with or superseded by the new institution. In 1796, the Academy was formally opened within the old buildings, and in 1798 it received a royal charter. In 1810 it was transferred to the new buildings, which had been erected at a cost of £3000, and it has continued there up till the present time, a flourishing and useful institution.

Management.[1]

The management of the Academy is vested by charter in a body of directors, consisting of the heirs-male of individual subscribers of £50 sterling and upwards; five representatives annually chosen of subscribers of less than £50, and not less than £5; the Sheriff-depute of the county, and seven members of the Town Council, annually elected by that body. Of the directorate thus constituted, there are two stated meetings in the course of each year. At these the accounts of the treasurer are produced and examined, and a report is received from the rector on the state of the Academy. Special meetings are held as circumstances may require, but these are seldom convened, and the affairs of the institution are for the most part managed by a committee of about 20 directors, resident in Ayr and its neighbourhood. The functions of the directors, according to the charter, are 'to elect proper teachers for the various branches of 'education to be taught in the Academy, under such conditions as may seem 'expedient; to appoint salaries to said teachers from the funds of the Academy; 'to elect others in their place after their decease or removal; to form regula'tions for both teachers and students; and, in general, to regulate and govern 'the Academy in every respect.'

[1] We are indebted mainly to Mr. Macdonald, the rector, for the account of the management and organization of the school.

One of the chief cares of the directors from time to time has been the division and organization of the school. The present arrangement of its different departments dates only from 1866. It is divided into five departments; (1.) English, (2.) Classics, (3.) Modern languages, (4.) Arithmetic, and (5.) Writing and Drawing. The two first are both conducted by the rector, but otherwise the arrangements for teaching English and classics are quite distinct; the others are taught by masters who are individually responsible for the manner in which they discharge their duties. Ayr Academy—Constitution and Organization.

In this scheme of subdivision, the union of English and ancient languages in the Rector's Department is a noticeable feature. Originally the rector was head of the Mathematical Department, but took a share also in teaching all the more advanced classes of the school. In 1838 the rectorship was transferred to the classical master, who in order to eke out his income, had modern languages and geography attached to his department. Modern languages, ten years ago, were taken from him, and formed a separate department, but all the branches of English continued to be divided between him and the English master. The former taught classics, geography, English language, literature, and composition. The latter was confined to English reading, history, and grammar. Of this division of subjects the Directors themselves say, 'It never worked 'well, led often to the most unpleasant differences, and affected injuriously 'and in various ways the interests of the teachers and pupils.' A year ago, therefore, when the teacher of English reading, grammar, and history retired on an allowance from the fees, they resolved to put all the branches of English together with classics, under the rector. 'Of the propriety 'of this arrangement, in the circumstances,' the rector says, 'there could 'be no doubt. Instead of having English in the hands of two independent masters, between whom a mutually hurtful rivalry could scarcely fail 'to exist, this important department is now under one head master, who 'is free to carry out the same method of instruction from beginning to end of 'the course, and to classify the pupils in the manner most advantageous to 'themselves, and most conducive to the interests of the institution as a whole. 'Notwithstanding the numbers attending the Academy, and the fair proportion 'that now take classics, the emoluments derived from the teaching of Greek 'and Latin are inconsiderable, and to raise the fee would probably rather 'diminish than increase the sum; besides, it is scarcely possible to arrange the 'classes so that the classical master could dispense with the services of an assistant, whose salary would still further lesson his income. In other words, 'the man who ought to be the best educated, and not the least able of the teaching staff, would, if dependent on his fees, be left to starve on a miserable 'pittance, while his colleagues received more suitable remunerations for their 'labours. . . . .

'A similar reason has led to the union of writing and drawing under one 'head master. About eight years ago, an attempt was made to establish a department of drawing in the Academy, and a separate master was appointed, 'but it did not succeed. As in the case of classics, it was a subject for which 'a taste in Ayr had to be created and fostered, and it could not therefore 'be supported on its own resources. Three years ago, therefore, the writing 'master, who had thoroughly qualified himself for the work, was asked by 'the directors to give instruction in elementary drawing to the writing 'classes for a trifling fee (1s. 6d. a quarter), and also to open separate drawing 'classes for more advanced pupils.' It is proper to add that these arrangements have been disapproved of by many of the people of Ayr, who were of opinion that the larger the staff of independent and even competing head masters, the better it was for the school and the public, and they have resolved to institute a new subscription school, in which these principles shall be carried out, and in which also there shall be lower fees than in the Academy.

Buildings.

The buildings we have said were finished in 1810. The site is good, but they themselves are in need of repairs, and to put them and the furniture of the classrooms in a perfect condition would require £300 or £400,—an outlay which the funds in the hands of the directors do not warrant. Everything that they have is spent either on salaries or necessary repairs from year to year. There is a playground of half an acre, and a covered shed for wet weather. There are in

Ayr Academy.

the buildings nine rooms, and a large hall, which is used for classics and English. In the English and Classical Departments together there is accommodation for 517 scholars; in the Mathematical, for 135; in the Modern Language, for 45; in the Writing and Drawing, for 156; in all together, for 853.

There are no houses for the masters.

TEACHERS.

The staff of masters consists of a rector, with four assistants; a master of mathematics and arithmetic, with an assistant; a writing and drawing master, with an assistant; and a modern language master.

The rector was appointed in 1862, and was previously English master in Elgin Academy for thirteen years. He and one of his assistants are graduates of Aberdeen. Two others of his assistants have had a complete university course, but have taken no degree, and the fourth has had a Normal-school training. The mathematical master was appointed in 1858, and is A.M. of Aberdeen. He taught in Elgin Academy and at Gosport previously to his coming to Ayr. His assistant is A.M. of St. Andrews. The writing and drawing master has had no university training. His assistant is A.M. of Aberdeen. The master of modern languages was educated at Glasgow High School, and afterwards, we believe, in Paris. Of the whole number seven have had a complete university course, and five have taken a degree.

Relations towards each other.

In their relations towards each other, the head masters are quite independent. The authority of the rector can hardly be said to extend beyond the classes under his immediate superintendence. He is consulted by the directors in all matters of importance; but his influence depends very much on the personal relations subsisting between them and him on the one hand, and his colleagues and him on the other. 'In these circumstances,' he says, 'when any question arises 'affecting the teaching arrangements, in which the interests of one master come 'into collision with those of another, or of the rector, the position of the latter 'is often one of great delicacy, and he may be obliged to forego his own opinion 'of what is for the general benefit of the institution, rather than excite unpleasant feelings; for although the matter in dispute may be apparently determined 'by the directors, he will be believed to have influenced their decision, in proportion to the amount of confidence they are known to repose in him. This is 'the price which the public pay for having the departments conducted by independent masters, a system, however, which is not without counterbalancing 'advantages, inasmuch as while it may and does render some indifferent to the 'interests of any class except their own, it acts, even on the most careless, as a 'stimulus to individual exertion.'

The assistants are entirely subordinate to the head master in each department, but when the recent changes were made, the directors stipulated that there should be always two duly qualified and trained teachers under the rector. They reserve the right of approving of the persons whom the rector nominates, and they have appropriated a certain portion of the funds of the English department entirely for them. Such other assistants as are necessary under him, the rector appoints and pays out of the fees.

Tenure.

By their agreement with the directors, the rector and the other masters are appointed, on condition that they may be dismissed at six months' notice. The terms of each appointment are explicit, and are as follows:—'The directors ap'point A. B. to be master in the Academy under the following condition,—that 'the situation shall be held during the pleasure of the directors of the Academy, 'who shall have full power and liberty to be free of the present engagement, on 'giving him six months' notice to that effect, by a letter under the hands of the 'secretary of the directors, and he on the other hand to be also free on the like 'premonition.' In every case of a new appointment, the master signs this agreement.

It may be questioned (if the Academy is a burgh school) whether this agreement is not *ultra vires* of the directors. In 1824, the rector of the Academy was dismissed, and the case was brought under the consideration of the Court of Session by a bill of suspension on the part of the master. The decision was in favour of the directors. So far, therefore, they seem not to have exceeded their powers; but there were special circumstances in the case that amounted, it may

be, to *culpa* on the part of the person dismissed, and it therefore cannot be considered as a settlement of the question. The charter of incorporation does not make any mention of the tenure of office. Ayr Academy.

FINANCE, INCLUDING ENDOWMENTS, COST OF EDUCATION, INCOMES OF MASTERS.

1. *Endowments.*—Under this head may be included—(1.) £100 per annum paid to the funds of the Academy by the Town Council in accordance with the following minute, dated 26th September 1794:—'The Magistrates and Council 'having taken to their serious consideration the great advantage that must 'accrue to this place by the establishing of an academy for teaching the various 'branches of literature, they, in order to encourage and carry on so laudable an 'undertaking, resolve and agree to subscribe £400 sterling therefor, which, 'with £80 already payable yearly by the town of salaries to the schoolmasters, 'will be equal to an annual sum of £100 sterling.'

(2.) The interest of £1,000 bequeathed by John Ferguson, Esq. of Doonholm, and vested in the Magistrates and Council of Ayr, in trust, in terms of the deed of donation, dated 4th October 1770, of which the following is an excerpt:—'And the interest of £1000 sterling I appoint to be paid yearly to the public 'schoolmasters aftermentioned of Ayr, nominated and appointed by the Ma-'gistrates and Council, in the following proportions, namely, three-tenths parts 'or shares to the teacher of arithmetic, book-keeping, geography, and naviga-'tion; two-tenth parts and a half to the teacher of Greek and Latin; two-'tenth parts and a half to the teacher of English reading, grammar, and 'spelling; and two-tenth parts to the teacher of writing;' and, in consideration of these sums, the teacher of arithmetic, book-keeping, geography, and navigation is obliged to teach 10 boys, the Greek and Latin master 8 boys, the teachers of English and of writing each 12 boys, without any additional fee. The boys so educated are to be poor orphans, or children of parents in necessitous circumstances.

On the Old Grammar School being merged in the Academy, this bequest became payable to the teachers in that institution as 'the public schoolmasters' of the burgh, and was accepted in trust by the directors under the conditions contained in the original deed. At present the annual interest amounts to £45.

(3.) Interest of £2,000 lent to the Town Council of Ayr by the directors of the Academy, being the balance of subscriptions and donations made to the funds of the institution at and since the date of its establishment. This sum yields at present £90 per annum.

(4.) £10 per annum, left in the year 1829, by Hugh Hamilton, Esq., to the directors of the Academy, 'for the education of four scholars, natives of the united 'parishes of Ayr and Alloway.'

(5.) Interest of £100 bequeathed to the funds of the Academy by the late Dr. MacGill. This sum is lent to the town of Ayr at 4½ per cent.

2. *Cost of Education.*—Altogether, the directors have at their disposal a sum of about £250 annually, of which £195 is expended on salaries and the ordinary school expenses, and the rest is devoted to the education of bursars. Dividing the whole sum of £250 among the 405 scholars on the roll, the cost to the managers is about 12s. per head. Public cost.

The cost to the parents is more easily ascertained than in most of our schools, for there is a regular curriculum of nine or ten years recommended by the directors, and pretty generally followed. The first or lowest class is composed of boys and girls of about six years of age. We set over against one another the subjects taught in the regular course, and the cost in the three lowest classes and in the seventh class, including in each case the books and matriculation fee.

	Subjects.	*Cost.*
First class,	English alone,	£1 7 6
Second class,	English and writing,	2 7 6
Third class,	English, including geography and outlines of history, writing,	3 17 6
Seventh class,	Latin and English, writing and elementary drawing, mathematics, French,	9 11 0

In the eighth and ninth years the same subjects are continued in the main, with Greek in a few cases substituted for French, and more advanced drawing

Ayr Academy.

for writing, and the cost may be stated at about £10 per annum. In the case of girls, who are taught at separate hours, after the fifth year, the cost is rather less than for boys.

3. *Emoluments of Masters.*—In the English and Classical Departments the

Salaries amount to	£105	5	0	
Fees,	726	0	0	
Bequests,	20	0	0	
				£851 5 0

Distributed as follows :—

To the rector,	£401	5	0	
„ a retired master of English,	90	0	0	
„ the first English assistant,	150	0	0	
„ the second English assistant,	40	0	0	
„ the first classical assistant,	90	0	0	
„ the second classical assistant,	70	0	0	
„ an occasional assistant,	10	0	0	
				£851 5 0

In the Mathematical Department—

Salary amounts to	£20	0	0	
Fees, „	290	0	0	
Bequest, „	10	0	0	
				£320 0 0

Distributed as follows :—

To the head master,	£270	0	0	
„ his assistant,	50	0	0	
				£320 0 0

In the Modern Language Department—

Salary is	£5	5	0	
Fees are	141	0	0	
				£146 5 0

There is no assistant, so that the master receives the whole amount of salary and fees.

In the Writing and Drawing Department, the

Salary is	£10	0	0	
Fees are	319	0	0	
Bequests,	10	0	0	
				£339 0 0

Distributed as follows :—

Head master,	£249	0	0	
Assistant,	90	0	0	
				£339 0 0

SCHOLARS.

The number of scholars on the roll was 280 boys and 125 girls ; and in attendance, 261 boys and 114 girls. Of the whole number on the roll, we found 246 boys and 116 girls in the English Department ; 121 boys and 16 girls learning classics, but only 12 of the whole number in Greek ; 185 boys and 77 girls learning arithmetic, and 54 boys in mathematics. In the writing and elementary drawing classes, 235 boys and 116 girls, and in the more advanced drawing classes, 26 boys and 20 girls. In the Modern Language Department, there were 47 boys and 24 girls learning French, but only 8 in all learning German. Except in the junior classes of the different departments, where the ages are from six to twelve or thirteen, the boys and girls are taught at different hours.

The scholars come mostly from the town and neighbourhood, within a radius of four miles, and belong to the usual classes attending a burgh school or academy where the fees exclude the lower classes, while the mixed education of boys and girls, and the greater facilities now-a-days of sending children to a distance, have their effect in keeping the very highest from the school. Bank agents, lawyers, ministers, merchants, shopkeepers, we found all represented in the same class, but no children of labourers, as in our parish schools.

A regular curriculum is recommended by the directors, and an examination of

the numbers that attend the different departments will show that it is fairly followed by a considerable number of the scholars. From the beginning to the end it embraces a course of nine years. We do not mean to say that any large number of boys and girls do attend consecutively nine sessions at the Academy; but the pupils of each year generally take all the classes that belong to their part of the curriculum. There are not quite so many instances as in Perth, for example, of boys coming from country schools merely for one or more special branches in which they are deficient. It is unnecessary to give the outline of the course of study and the time table for each year of the course. A general description will suffice. For the first year the only subject is English reading and spelling, with oral lessons from the Bible and object lessons. In the second year writing is added if desired. The Shorter Catechism begins in the third year, and continues to be taught till the end of the sixth. Arithmetic is not taught till the fourth year, and Latin is added in the fifth. Mathematics and French are added in the seventh year, when Greek also may be taken. In the two last years of the course there are classes of Natural Philosophy. From nearly the beginning of the course there are classes first for elementary and subsequently for advanced drawing. Altogether, the course, if followed out, is well fitted either for boys who are intended for a commercial and business life or for those going on to the universities. Supplementary instruction would here, as elsewhere, be required for success in the Civil Service examinations for Indian appointments. The great majority of the boys leave school before the end of the ninth year for a business life. Two or three go annually to the Universities, and the list of honours gained there or elsewhere, during the last five years by old pupils of the Academy, is very satisfactory. For the sake of brevity we summarize it. Ayr Academy.

Edinburgh University, . . .	Classics, 12 prizes—one of them the first or Straton prize.
	Mathematics and Natural Philosophy, 13 prizes.
	Logic and Moral Philosophy, 5.
	Miscellaneous (Hebrew, Divinity, Law, etc.), 17.
	Scholarships, 4, including the Patrick Bursary of £100; the Greek travelling Scholarship; the Pitt Theological Scholarship of £100 for three years.
Edinburgh New College, . .	Cunningham Scholarship of £100.
Glasgow University, . . .	Classics, 1 prize.
	Mathematics, 3 prizes.
	Miscellaneous, 6 prizes.
Civil Service of India, . . .	(The candidates did not go direct from Ayr Academy, but passed through one or more classes of a Scottish University).
	45th place in July 1862.
	37th place in July 1863; and in the further
Examination of *Selected Candidates*,	15th place in 1863.
	12th place in 1864.

EXAMINATIONS.

Classical Department.—We found the Greek and Latin classes, but especially the latter, very unequal in their progress, and not classified in a satisfactory manner. The Latin scholars were divided into six forms, and the Greek into two. Each of the Latin classes has one hour a day, but the two Greek classes have only one hour between them. The time allotted to classics is therefore too short, but some changes are in contemplation which will partly remedy this. The senior Latin boys, 9 in number, from fourteen to seventeen years of age, were reading Horace, and had gone over all the *Odes* of the first book. They were taught by the rector, and showed perfect acquaintance with the translation of every part of the book. There was certainly a considerable distinction between the top and the bottom, but it was not nearly so marked here as in the lower classes, and what particularly struck us was the earnestness and honesty with which all the boys were working together. We afterwards

Ayr Academy.

set a passage to render from English into Latin prose. This was a kind of exercise with which they were not familiar, and though the passage set was not a difficult one, it was somewhat too severe a test for the majority. The total number of marks was 70, and 3 boys got half the number. The average of the others was only 12. The writing in all the exercises was good.

The second highest class was composed of 19 boys and 4 girls. The boys were divided into two sections, apparently according to age. They were reading Virgil, Sallust, and Arnold's *Prose Composition*. They were examined in Virgil and Arnold. Having been present during a portion of the time that the senior class were taken through the first book of the *Odes* of Horace, they had become nervous and frightened from hearing questions put of which they knew nothing. This at least was the explanation that the master gave for their breaking down in both Virgil and Arnold. He considered, also, that the novelty of a *viva voce* examination in presence of, and by, strangers, would not have been so much felt by them if they had been taken in their usual class-room. One or two only did well. Some of them, though reading Virgil, ought to have been in the Cæsar class. The cause of this unequal arrangement is, that many of them come from the country schools, and are put into those classes in the Academy where the same authors are being read as those with which they were occupied elsewhere. It is not easy, the rector says, to send them down to a lower class. This class and the first class were taught mainly by one of the assistants, who was a good scholar and a patient teacher, but the results certainly, here at least, were not satisfactory.

The second lowest class were reading Smith's *Principia*, Part II. They consisted of 40 boys, from eleven to twelve years of age, divided into two sections, on the principle of age rather than merit. The two sections were taught as one class, with nothing to mark them outwardly. One effect of the division was to perplex a stranger at first by this phenomenon, that about the twelfth boy, or end of the first division, he came upon quite a hopeless case, and to his surprise found himself again amongst good and clever boys, occupying, apparently, lower places, but being in reality the duxes of their section. The boys did fairly, some of them well, and the teacher showed knowledge of method, as might have been expected in a person trained in a Normal school.

In the first class, there were 24 boys and 12 girls. They are taught at separate hours, but on the day of our visit they were brought together in two divisions, and examined on lessons common to both. The boys were about eleven years of age, and did remarkably well. Their teacher was the master of the Virgil and Arnold class previously examined. The girls were older than the boys, apparently about fifteen years of age. They did well, but it was very difficult to get them to speak out, and they failed to do themselves justice in consequence.

The senior Greek, which we examined last of all, is under the rector. It consists only of 4 boys, but they seemed well worth the pains that had been expended on them. They were tried in Thucydides and in Homer, and in both the accuracy of their translation and their knowledge of parsing and derivation were worthy of all praise.

Mathematical Department.—There are in this department 262 boys and girls on the roll learning arithmetic, and 54 boys learning mathematics. There are seven classes of arithmetic and three of mathematics. The girls have one hour for themselves, and the boys have three hours among them for arithmetic and one for mathematics. The order and discipline here were perfect, and the interest of large classes at different stages of progress was well kept up.

In arithmetic we saw some of the junior classes at work; they were learning the simple rules, and did all the examples that were set them quickly and accurately.

Twelve of the seniors did a paper in arithmetic. Of these, 4 were girls. The average age of the class was fourteen. The average marks out of a total of 200 was 60. From the appearance of the class we anticipated a higher result, but the explanation of the marks being no higher is, that the majority of the class began with the most difficult questions, and the longest on the paper, and so occupied a great deal of their time upon these questions. The highest number of marks was gained by those who began at the beginning of the paper. Every one in the class showed a capacity for dealing with difficult questions.

In Euclid, algebra, and trigonometry, the mathematical classes are well trained. The more advanced boys also are learning conic sections, or the differential and integral calculus. The master was in favour of an entrance examination to our Universities on the first Six Books of Euclid, and algebra as far as quad-

ratic equations. Mr. Shand's own classes however seemed liable to the objection that they were carried into too high subjects for a burgh school. It is not an objection that at all detracts from his merits. We set a paper on the First Book to 4 boys, on the first Six Books to 6 boys, and on algebra to 6 boys. The algebra especially was peculiarly well done, and it was quite clear that the paper set them was one that they could master. If sufficient time had been allowed, some of the boys would probably have got full marks for it. As it was, the following was the result: the total number of marks being 200. The average gained was 103, the highest being 155, and the lowest 50. As in the case of the arithmetic paper, the boys were instructed by their master to begin with the most difficult questions, and to reserve the easiest for the last. In one case the two hardest questions were the only ones done, and both rightly. In another all but the two easiest were done with very little inaccuracy in the working. The Euclid was not quite so well done. For the elementary paper the full number of marks was 100, and 50 for a simple deduction. The average gained was 62 marks, 76 being the highest, and 39 the lowest. For the more advanced paper the full number of marks was also 150. One boy broke down entirely. The average number of marks got by the others was 73, the highest being 135, or nearly the full number, and the lowest 41. Ayr Academy.

English Department.—The arrangements of this department have been fully noticed already in an account of the divisions and general constitution of the school. It is under the superintendence of the rector, with two assistants, whose time is entirely devoted to it, and the assistants in the Classical Department also devote a portion of their time to English classes. There are in all nine classes, or twelve if we count the three separate classes in the higher division for girls. English is taught in these, from the elements up to literature and composition. In the junior division, viz., the first five classes for young boys and girls, from 6 to 11, three hours a day are given to each class. In the senior division the time is reduced to two hours a day, and it is further economized by grouping two classes together for some subjects. Perhaps in the re-arrangement of the time-table, which the directors have in contemplation, something more even will be taken from the English lessons of the boys at least, and assigned to classics, or, in the case of those boys who do not wish more classics, be given either to mathematics or modern languages. The management of the English Department by the rector, with competent assistants, one of whom at least must be approved of by the directors, and for whom a fair salary is secured out of the fees, is as yet an experiment. It may prove successful, and some such arrangement seemed necessary to secure a proper position and remuneration for the rector.

We confined our examination here to some of the senior boys and senior girls, who were allowed a choice of papers on grammar, geography, or history. Nearly all selected that on grammar. The papers were very fairly done. The highest number of marks attainable was 150. The highest number gained was 100 by one of the boys. The average number gained by the boys was 50, and by the girls 40, which afforded an indication that the Latin training in grammar had told in favour of the former.

Writing and Drawing.—We were very favourably impressed with the union of these subjects under one master, and the introduction of elementary drawing for a small fee (1s. 6d. a quarter) evidently had a good effect on the department. It raised the master's position from being the teacher of a mere mechanical art to a higher grade. We were assured that it was a great relief to the junior boys and girls to have lessons twice a week with the pencil instead of the pen. We saw some excellent work of a simple kind done by very young children. A further effect of it also was that many more pupils were encouraged, as they grew up, to prosecute the accomplishment of drawing. The specimens of this advanced section, as far as we could judge, were first-rate, and the systematic teaching and good discipline maintained by the master made his class-room more pleasant to visit than writing-rooms often are.

Modern Language Department.—This department numbers 47 boys and 24 girls learning French, and 8 scholars learning German. There are two French classes for boys and one for girls, and one German class for boys and girls. In the senior French class there were 18 boys present at the time of our visit. Of these, the five most advanced did an easy paper of elementary questions on grammar, translation, etc. One of the five had only been a year and a half at

Ayr Academy.

French, the others had been two years and a half. Their ages were from fifteen to eighteen. The translations from French into English and from English into French were good in four out of the five papers, and on the whole they were well done.

The maximum was 200. Three out of the five got more than half marks, and the average was 102.

From the appearance made by the 13 other boys of the class, whom we examined *viva voce*, and who were reading the *Bourgeois Gentilhomme*, we were not prepared to find the papers so well done. Very little confidence in the knowledge of the language was displayed by the class, the accent was very indifferent, and the discipline defective. The teacher holds a diploma from the Educational Institute.

Remarks.

Incidentally, in the course of the preceding account of the Academy, we have anticipated the criticism that should more properly have been reserved to the end. The school throughout is efficient—the weak point, if any, being the modern language department. The management of the directors is impartial and unsectarian. The rector is a Free Churchman, the mathematical master and the master of modern languages belong to the Established Church, and the writing master is a United Presbyterian. The directors also take an active and sensible interest in all the school arrangements. It is due to them that there is an annual examination of the whole school, and a special written examination of the senior classes for a valuable medal. This examination is conducted by independent examiners appointed by the directors. Last year they were Mr. Gordon, H.M. Inspector of Schools, and Professor Thomson of Aberdeen. The papers set ranged over the whole subjects that had been done during the session, and the examination was of the same kind as that conducted by Oxford and Cambridge examiners in the Edinburgh Academy.

Of the union of English with classics under the rector we have already expressed an opinion, but time only can test its success or failure. One thing we can safely say, that either will largely depend on the assistants whom the rector has under him, as well as on the rector himself, and the directors should personally take care of the appointments made, and should insist on adequate salaries for them.

The fees are not perhaps too high for the class of boys and girls who take advantage of the school, but they must exclude many children of townspeople in fair circumstances who would wish to send them to the Academy if they could afford it.

The buildings and furniture, particularly the furniture in the modern language department class-room, are sadly in need of repair. [H.]

XLXIX.—IRVINE ACADEMY.[1]

Irvine Academy

Visited March 8, 1867.

History.

In 1562, immediately after the Reformation, the burgh of Irvine received a perpetual grant of all the revenues and property which had belonged to the Church, for the purpose of establishing a public school at Irvine. The instrument of sasine conveying the gift is dated 5th October 1564, and proceeds upon a royal precept, dated 8th June 1562, bearing that a perpetual grant had been made to the Provost, bailies, councillors, and community of the burgh of Irvine, and their successors, 'of all and singular the lands, houses, buildings, churches, chaplinaries, 'orchyards, gardens, crofts, annualrents, trusts, rents, profits, emoluments, 'farms, alms (lie Daill silver), anniversaries, alterages, and prebendaries within 'any church, chaplainary, or colledge, founded by any Patrons of the same, 'within the liberties of the burgh of Irvine; as also, six bolls of multure be-'longing to the Carmelites' order, all united into one tenement, to be called in 'time coming the King's foundation of the School of Irvyne.' This seems to have been the first step towards the institution of a public school in Irvine, but it appears not to have been immediately acted upon, for there is a charter from James VI., ten years afterwards, dated 8th June 1572, including all the subjects enumerated in the previous grant, and proceeding upon the narrative of his Majesty's desire to enable the people to establish schools in all the burghs. It does not appear that the 'King's foundation of the School of Irvyne' was ever matured by the authorities. No doubt a schoolmaster was maintained by the burgh, although we do not find any notice of the fact in the Council records, till a minute of the 16th April 1686 states, that the authorities had 'aggreid with William 'Clerk, scholemaster at Beith, ffor serving as scholemaster of this burgh for the 'space of ane yeir,'—salary, 'twa hundreth merks for the said yeir.'

From this time till 1783, we have no information regarding the school. In 1783, there is a single excerpt from the diary of Mr. Maule, English teacher at Irvine, in these terse words:—'My salary was £10 wages, was 3s. for English, 'and 3s. 6d. per qr. for arithmetic,—a school-house, but not a house to dwell 'in.' The present building was erected in 1814, at an expense of £2,250, to which the burgh contributed £1,633, and the remainder was made up by public subscription.

Constitution and Management.

In 1818 a royal charter was granted in favour of the Academy, constituting as directors the following persons:—(1.) Eleven members of the Town Council; (2.) the then Earl of Eglinton and his heirs-male; (3.) all subscribers of £50 and upwards towards the Academy, and their heirs-male; subscribers of £100 and upwards and their heirs-male being entitled to two votes; (4.) three persons to be annually chosen by subscribers of less than £50, and more than £5. These persons, numbering fourteen, at present form the board of management, seven being a quorum. Their duties are regulated by a code of laws and bye-laws, from which it appears that they are endowed with the usual powers conferred upon the managing body of such an institution.

Buildings.

The school stands in the middle of a playground of three acres, fenced by walls or railing. The situation is airy, and beyond the town. The buildings are substantial and handsome, and the conveniences good. There are eight class-rooms, with accommodation for 514 scholars, but only four of these rooms are in use. The furniture is sufficient, and in good repair.

Finance.

Salaries.

The emoluments of the teachers are as follows:—

	Salary.	*Fees.*	*Total.*
Rector, . .	£30 0 0	£140 0 0	£170 0 0
Commercial Master, .	...	160 0 0	160 0 0
English Master, .	15 0 0	160 0 0	175 0 0
	£45 0 0	£460 0 0	£505 0 0

[1] This short account of the early history of the school is taken from Paterson's *History of Ayrshire*. 1852.

Irvine Academy.

In addition to these sums, the Town Council pay a retiring allowance to a former commercial teacher of £22, 17s. 9d., and to Mr. Corson, another retired teacher, an amount of £30 per annum. They expended on the Academy an additional sum of £35, 10s. 8½d. and £3, 5s. 8d. for sundries during the last financial year, making a total expenditure of £136, 14s. 1½d. on the education of the burgh.

Bursaries.

There are two bursaries of £20 each, tenable for four years, to be competed for by students about to enter college. One of these bursaries falls vacant every second year.

Fees.

The fees are as follows :—

	s.	d.	
Classical Department.			
For each subject,	7	6	per qr.
Commercial and Mathematical Department.			
Writing, one hour,	2	6	„
Arithmetic, one hour,	3	6	„
Arithmetic and writing, two hours,	4	6	„
Geometry, algebra, and practical mathematics,	10	6	„
Drawing figures, sketching, etc.,	7	6	„
Architectural and mechanical drawing,	10	6	„
Book-keeping,	7	6	„
English Department.			
Reading,	3	6	„
Grammar,	4	0	„
Reading and grammar,	6	6	„
Composition,	7	6	„

There is a peculiarity about the fees in this school that we have not met with before, and that is, that geography is taught in the Classical Department at the high rate of 7s. 6d. a quarter. Out of 65 scholars in the Classical Department, 33 learn geography at 7s. 6d. Book-keeping, in the Commercial Department, is also charged at 7s. 6d. per quarter, and 18 are returned as learning it.

The cost of education therefore will be—

(1.) Juniors attending reading, writing, and arithmetic, £1, 12s. per annum.

(2.) Middle School, in which scholars will attend Latin, geography, writing and arithmetic, book-keeping or drawing, and reading and grammar, £6, 14s. per annum.

(3.) Seniors attending Latin, Greek, French, or German, geography, mathematics, English composition, and drawing or book-keeping, £11, 2s. per annum. These fees are a good deal higher than the fees at most schools of the same class as the Irvine Academy. They are about the same as the fees at the High School of Edinburgh. This seems to be due, in some measure, to the anomalous charge of 7s. 6d. per quarter for geography.

Teachers and Scholars.

The teachers are three in number. They all studied at some university, but none of them have graduated. Two were also trained at Normal schools. The scholars are of the usual stamp of scholars attending burgh schools.

The following Table shows the arrangement of the classes, and the subjects of instruction :—

Hours.	Mr. Sutherland's.	Dr. White's.	Mr. Paulin's.
8 to 9.	.....	Arithmetic.	Latin—1st Class.
9 to 10.	Junior Classes.	Arithmetic and Writing.	Latin & Geography.
10 to 11.	Grammar—3d Class.	Highest Arithmetic and Practical Mathematics.	Geography and Globes.
11 to 12.	M'Culloch's *Course* and Collier's *History*.	Geometry and Algebra.	French.
12 to 1.	English Literature, Elocution, History, and Grammar.	Arithmetic and Writing.	Geography & French —1st Class.
1 to 2.	.....	.....	French, Greek, and German.
2 to 3.	Junior Classes, Grammar.	Book-keeping & Writing.	Do.
3 to 4.	Composition.	Drawing.	Latin.

Irvine Academy.

CLASSICAL DEPARTMENT.

Subjects taught.

Subjects taught.

1. *Latin.*—Books used—Latin Rudiments and Delectus, Woodford's Cæsar, Ovid, Virgil, Sallust, Horace, Livy, and Cicero; Mair's Introduction, Arnold's Latin Composition.

2. *Greek.*—Greek Rudiments and Bryce's *Greek Reader*, Greek New Testament, Sandford's Extracts, Arnold's *Greek Composition*, Xenophon, Herodotus, and Homer.

3. *French.*—Wolski's *Grammar*, Christison's *Fables*, *Histoire de la Bible*, *Henriade*, Surrene's *Reading Instructor*, Racine, Molière, Dubuc's Extracts, Porquet's *Tresor*, *Echo de Paris*.

4. *Italian.*—Christison's and Veneroni's Grammars, *Istorici Racconti*, Metastasio, Goldoni, etc.

5. *German.*—Tiarks's *Grammar* and *Reading Book*, Ahn's *Introductory Reader*, *Henry of Eichenfels*, Aue's *Reading Book*, Bach's *Lesebuch*.

6. *Geography.*—Schoolmaster's Geography, Reid's and Rhynd's Physical Geographies, Map-drawing and Globes.

COMMERCIAL AND MATHEMATICAL DEPARTMENT.

Subjects taught.

Writing, Arithmetic, Drawing, Book-Keeping, Practical Mathematics, Algebra, Geometry, Nautical Astronomy.

Books used.—Dr. White's Arithmetic, Book-keeping, Practical Mathematics, Montgomerie's Algebra, Thomson's Euclid, Colenso's Trigonometry, Dr. Connell's or Dr. Thomson's Calculus.

ENGLISH DEPARTMENT.

Subjects taught.

Junior Classes.—Reading and Spelling, Bible Knowledge and Catechism, Grammar. *Books used.*—Nelson's Series, M'Culloch's *Series of Lessons*, Bible, Shorter Catechism, Douglas' *Grammar*.

Middle Division.—Writing to Dictation, Reading, English History, Grammar. *Books used.*—M'Culloch's *Course*, Collier's *History*, Allan and Cornwell's *Grammar*.

Highest Class.—Writing to Dictation, Elocution, English Literature, History, Grammar, Prelections on scientific subjects. *Books used.*—Milton, Spalding's *English Literature*, Milner's *English History*, Hartley's *Elocution*, Allan and Cornwell's *Grammar*. Shakespeare and other English classics are read in the class, but they are not considered as class books.

Composition.—Exercises in prose and verse, essays.

Scholars

The numbers in the school are—

On Roll.	*In Attendance.*
Boys, 127	Boys, 99
Girls, 33	Girls, 31
160	130

In the *Classical* Department, there are 50 boys and 15 girls. It is divided into Latin, Greek, French, German, and Geography classes. In Latin, there are three classes, containing 33 scholars, all boys; in Greek, two classes, with 6 scholars; in French, three classes, with 14 boys and 8 girls; in German, one class, with 3 girls; in Geography, three classes, with 23 boys and 10 girls.

In the *Commercial* Department, there are 100 boys and 25 girls. It is divided into arithmetic, writing, book-keeping, algebra, Euclid, trigonometry, and drawing classes. In arithmetic, there are four classes, containing 88 boys and 25 girls; in writing, three classes, containing 75 boys and 22 girls; in book-keeping, one containing 17 boys and 1 girl; in algebra, one with 18 boys; in Euclid, one with 29 boys; in trigonometry, one with 3 boys, and in drawing, one with 10 boys.

In the *English* Department, there are 111 boys and 33 girls. It is divided into three classes, one for reading, spelling, etc., containing 22 boys and 7 girls; one for reading, grammar, and history, with 52 boys and 14 girls, and one for literature, history, grammar and composition, with 37 boys and 12 girls. We were unable to find time to examine this school. [S.]

Aberdeen Grammar School.

Visited April 23 and 24, 1867.

L.—ABERDEEN GRAMMAR SCHOOL.

History, Constitution, and Management.

Aberdeen Grammar School is the representative school of the north of Scotland. It is the centre towards which boys from all the parish schools are attracted, and is itself by charter and constitution closely connected with the University of Aberdeen. In answering our inquiries, the town-clerk, Mr. Angus, has taken very great pains to be both full and accurate, and has given us valuable information. The earliest reference to the Grammar School that has been discovered is in an old charter in the Abbey of Arbroath, of the date 1262, where '*Thomas de Bennum*' signs himself '*Rector scholarum Burgi de Aberdene.*' We have a list of 26 rectors from 1418, and of the other classical masters from the year 1628 down to the present time. In the list of rectors we fail to find the name of Vaus; but we have the authority of Dr. M'Crie, in his Life of Knox, for saying that he was rector in the year 1520. He was the first Scotchman who published a Latin Grammar. It was printed in Paris in 1522, and afterwards republished in Edinburgh in 1566. A great part of the book is in Scotch—the indicative mood for example is entitled '*Schauand Mode,*' and the optative '*Yarnand Mode.*'

In regard to the election of masters previous to the Reformation, the Town Council presented them to their office, subject to the approval of the chancellor of the bishop, who 'instituted' the presentee. We find frequent notices of this from 1418 downwards, and on one occasion at least the chancellor exercised his power, and declined to elect Hugh Munro as rector, although he seems subsequently to have yielded, for his name occurs as joint rector with Robert Skene in 1538 (*Annals of Aberdeen by William Kennedy*). These early appointments were made for life. The terms of the appointment of rector in 1418 are in substance as follows (the original, of course, is in Latin):—'The Chancellor of the Church of Aberdeen, to all the faithful, greeting: Inasmuch as the institution (or collation) to the office of schoolmaster belongs to me as chancellor, and an honest, prudent, and discreet man has been presented to me by the Provost and Council of the Burgh, and on examination has been found fully qualified, I have, by letters of collation, instituted him in the office *for the whole term of his life* ("pro toto tempore vitæ suæ").'

In the year 1631, Dr. Patrick Dun, Principal of Marischal College, bequeathed to the Town Council, as patrons of the school, his lands of Ferryhill, near Aberdeen, for the benefit of the masters. This is the most important event in the history of the school, and the constitution it then received it still substantially retains. Dr. Dun, by his will, appointed the yearly rent of the lands to accumulate until they should amount to 1200 merks annually. This was to be employed upon the 'maintenance and entertainment of four masters,' the rector to have of yearly stipend the sum of 600 merks, and the three other masters to have each 200 merks. The rector was appointed 'to teach the high class of the school, and to have the inspection and oversight of the rest of the masters.'

Certain conditions were attached to the endowment, of which these are the chief:—(1.) The quarterly fee of each scholar was limited to thirteen shillings and fourpence Scots, unless he were the son of a marquis, earl, viscount, lord, or baron, 'from whom the maisters shall have libertie to tak such stipend for instruction of ther bairns as the noblemen or barones shall be pleased to bestow upon them.' (2.) Any poor scholar, duly certified to be such, was to be taught *gratis*. (3.) All boys of the name of Dun were to be taught *gratis*. (4.) Tenants' sons of Ferryhill were to be taught *gratis*.

The will also bound the Town Council to appoint persons for the visitation of the school at least once a month. It was the rector's duty to remind the Town Council of the appointment of these visitors, and 'for each month's defect in this dutie' he was 'to tyne and omitt ten markes money of his stipend.' It was lawful 'for anie honest man within the toune of Aberdeene to challenge the said principal master of this neglect,' the challenger, if the master were found guilty, to have the ten merks for his pains. The duty of the visitors was to see that the laws of the school were observed, and in case of any violation of them, report the matter to the Magistrates and Town Council.

In respect to the masters, it was laid down by the will that they should be

tried and examined before their admission to office by two ministers of the burgh, the principal and four regents of Marischal College, and that a preference should always be given to duly qualified candidates of the name of Dun, or tenants' sons of Ferryhill. Twice the name of Dun appears in the list of rectors, and six times in that of the masters since 1631. Immediately before their admission, the masters were to take an oath to do all in their power 'for the well of the College Marischal within the burgh of Aberdeen, and to 'prefer the same to all the colleges in giving counsell to their scholars to be 'brought up in the foresaid College Marischal;' and, lastly, any master found 'deboarding in life' was to be deprived of his office. Aberdeen Grammar School.

During his own lifetime Dr. Dun reserved the patronage in his own hands, and ordered it to be vested after his death in the Town Council and the heirs-male of his three brothers. Most of these enactments and conditions are still in force, with some modifications. The fees have been raised from time to time, and gratuities from persons of rank and from others have been abolished. The monthly visitations have given place to an annual examination of the school by the Professors of the University and clergymen of the city. Still, whenever they think it necessary, the magistrates order special visitations of the schools, and reports to be made by the visitors. The number of classical masters has been increased from three to four, but the fourth has no share in Dr. Dun's endowment. The heirs of Dr. Dun's nephews have long ceased, we believe, to have any share in the management or patronage.

With certain modifications, to be noticed afterwards when we come to speak of the new buildings, the Town Council are the patrons and managers of the school. They exercise control over all the financial arrangements, and even over the internal discipline. They appoint the rector and all the teachers. The rector and three of the classical masters are first examined in terms of Dr. Dun's deed; but the others are appointed without any written or oral examination. The magistrates also appoint the examiners. They used at one time to vote a sum of money annually for prizes of books, but since 1861 they have ceased to do so, in consequence of the large annual outlay for which they are at present liable. They give, however, two gold medals in the fifth class, one to the best scholar, and the other to the best 'alumnus' of five years; and a silver medal in the fourth class to the best 'alumnus' of four years.

We may mention here, that the Magistrates and Town Council are patrons also of an 'English' school, in a different part of the town from the grammar school. It is a mixed school of boys and girls, for the ordinary branches, and with a moderate scale of fees. It is of considerable antiquity, having been instituted by the town not less than two centuries ago. It is not improbable that the 'Sang' school, of which we find notice in the early history of Aberdeen, was incorporated with it. The present 'English' school was erected in 1841, at a cost of £3000. There is one head-master, who appoints and pays his own assistants. He has a salary of £20. The most promising boys are frequently advanced from this to the grammar school. Magistrates are patrons also of a separate English school.

Buildings.

In the year 1861, the old grammar school had become dilapidated and unsuitable, and it was proposed by the Provost of Aberdeen that a new school should be built, and additions made to the staff of masters and to the subjects taught. In order to raise the necessary funds, the magistrates applied to the public for subscriptions, to the amount of £12,000. Subscribers were not, however, called upon to pay their subscription in a sum, but it was in their choice to pay only the interest for a certain number of years. The Town Council undertook to repay subscriptions of £100 and upwards without interest, at the rate of not less than £500 each year. No sums under £100, however, were to be repaid, but like donations were to be regarded as absolute gifts. In a short time £12,000 was advanced or subscribed, and additional subscriptions, together with £1000 for the sale of the old building, raised the total amount to about £16,000. In return for their subscriptions, the subscribers were offered certain privileges, such as nominating, in proportion to the amount of their subscriptions, one or two free scholars, and they were to have a vote by themselves or proxy, conjointly with the Town Council, in settling the curriculum, the number of new masters and their salaries, the site and the plan of the buildings, 'until the principal sums of all the subscrip-'tions of £100 and upwards should be paid off, and no longer.'

Aberdeen Grammar School.

The new buildings were opened in 1863. They cost altogether, including site, laying out of grounds, preliminary charges, and interest on bank-account, £16,605. The actual school buildings alone cost £12,132. They are very handsome and commodious, and are indeed inferior to none of the schools in Scotland. The ground floor is devoted to classics ; the first floor to mathematics, arithmetic, writing, and modern languages, including English, except in so far as it is taught by the classical masters. There is accommodation on the ground floor for 755 boys, and above, for 460. Each of the class-rooms is 40 feet long by 28 feet wide, except the rector's room, which is 52 feet long by 30 feet wide. Besides the rooms for teaching, there is a public hall, with a gallery for visitors. The sole ornament of the hall is an original portrait of Dr. Dun. There is also a library, with very few books in it, a master's room, and a committee room. There is a gravel playground of an acre, but it is not expected that the boys should use it except during the school intervals between their different classes. One of the rules of the school is, 'As soon as the classes are dismissed, every pupil is required immediately to leave the school and playground, unless permission to remain be granted by any of the masters.' The corridors are used for hanging the boys' coats and caps, and for shelter in wet weather. They are not intended for play. Another rule enacts, 'Playing, running about, shouting, or making any needless noise within any part of the building, is strictly forbidden.' A rule more absolutely ignored by the youths attending the grammar school could not easily be imagined.

The buildings and ground are vested in the Magistrates and Town Council, and in certain representatives of the subscribers ; but as soon as they are clear of debt, which will be about the year 1876, they will become vested in the Magistrates and Town Council, as patrons and trustees of the school.

Finance.

Under this head, we include, (1.) Endowments, (2.) Bursaries, (3.) Fees, (4.) Cost of education, and (5.) Income of masters.

Endowments.

The chief endowment, properly so called, is that of Dr. Dun. By his will, we have seen, he left 1200 merks, to be divided annually among the rector and three classical masters in certain proportions. The lands which yielded this income are now very valuable, and had they continued in possession of the town, the grammar school masterships would have been the best endowed of any school in Scotland. They were disposed of however in the year 1752, at an annual feu-duty of £169, 12s. 6d., and the whole sum now given to the masters is £164,—£82 to the rector, and £27, 6s. 8d. to each of three classical masters.

We may mention also, as an endowment, the sum paid by the Town Council annually, in the way of salaries to the masters, amounting to £220, distributed in the following proportions :—

To the rector, ...	£82 0 0
To each of three classical masters, . .	22 13 4
To the fourth classical master, . . .	50 0 0
To the mathematical master, . . .	20 0 0

We find a sum also entered in the burgh accounts, under the head of 'Repairs and furnishings to schools.' It amounted for the financial year ending 20th September 1866, to £109, 13s. 10d., and included, amongst other items, £34, 5s. 11d. for gold and silver medals. Some of the items belong to the 'English' school, of which we have spoken ; but we may safely estimate the expenditure on the grammar school for prizes, repairs, etc., to be at least £66.

At present also, the Town Council expend annually £800, in repayment of the building debt ; but this is exceptional and temporary, and we do not think it right to consider it as an endowment of the school. It testifies, however, to the liberality of the burgh. The total endowment, therefore, apart from this sum of £800, is £450.

Bursaries.

There are four University bursaries appropriated to boys of the grammar school,—viz. : two under Dr. Ross's mortification, of £7 each, tenable for four years, and restricted to poor scholars born in the town, and instructed in the grammar school of Aberdeen ; and two under Milne's mortification of £5 each, tenable for four years, and restricted to the sons of poor parents, or orphans, 'who have learned their course in the grammar school.'

But the school bursaries are far more important and numerous than these. The following is a list of them :—

BURSARIES IN CONNEXION WITH THE GRAMMAR SCHOOL.

Name and Date.	Amount, Number, and how long Tenable.	Patrons.
Drum, 1629, .	Four of £6, 13s. 4d., tenable for 4 years, . . .	Alex. Irvine, Esq. of Drum.
Robertson, 1644, .	One of £5, tenable for 4 years,	Town Council.
Rolland, 1659, .	Five of £7, for sons of decayed Burgesses of Guild, and 10 of £3, tenable for 5 years, .	Town Council.
Cruickshank, 1746,	Two of £5, tenable for 5 years, and £20 apprentice fee,	Town Council.
Paterson, 1762, .	Two of £7, tenable for 4 years,	The Principal of the University.
Lorimer, 1764, .	Two of £16, tenable for 1 year,	The Moderator and Kirk-Session of Cullen.
Williamson, 1866,	Two of £10, tenable in the 4th and 5th Classes. . .	Given by competition to the best general scholar in the 3d Class.

All of these, except the last, are given without competition. The effect of this is, that some of the very worst scholars in the school are bursars. The rector and masters are allowed some voice in regard to ten of the less important of these, but they are expected to act in accordance with the wishes of the Town Council. They are very strongly of opinion that the bursaries should be thrown open to competition. One master who has been twenty-two years connected with the school, said, that during all that time, only twice or thrice had the best, or even a very good scholar, in his class been a bursar. The advocates of things remaining as they are, argued that the bursaries were bequeathed for the benefit exclusively of poor children, and that the intention of the donors would be frustrated if they were thrown open to competition. The rector suggested a compromise,—to continue the present system of private and Town Council patronage, but to require the bursars on their appointment, and every year of their course afterwards, to pass a minimum examination. The position that we found the bursars occupying in their classes seemed to justify a more sweeping measure of reform. We subjoin a list of the places held by the 24 bursars whom we found in the school at the time of our visit. We omit the Williamson bursaries, which are necessarily held by good boys. We give the list under three heads :—

BURSARS PRESENTED BY TOWN COUNCIL.

No.	*Value.*	*Place in Class.*
1	£5,	37th in a class of 42
2	do.,	63d ,, 63
3	do.,	3d ,, 63
4	£7,	33d ,, 52
5	do.,	38th ,, 52
6	do.,	58th ,, 58
7	do.,	15th ,, 58

BURSARS PRESENTED BY MASTERS, UNDER DIRECTION OF TOWN COUNCIL.

No.	*Value.*	*Place in Class.*
1	£3,	18th in a class of 70
2	do.,	6th ,, 70
3	do.,	20th ,, 70
4	do.,	14th ,, 42
5	do.,	8th ,, 42
6	do.,	49th ,, 63
7	do.,	27th ,, 63
8	do.,	53d ,, 63
9	do.,	9th ,, 63
10	do.,	36th ,, 52

BURSARS PRESENTED BY PRIVATE PATRONS.

No.	*Value.*	*Place in Class.*
1	£7,	38th in a class of 42
2	£7,	41st ,, 52
3	£6, 13s. 4d.,	26th ,, 70
4	do.,	40th ,, 42
5	£16,	8th ,, 52
6	do.,	40th ,, 52
7	do.,	13th ,, 70

Aberdeen Grammar School.

Of the 7 presented by the Town Council, 2 were actually the 'boobies' of their respective classes, and only 5 of the 14 presented by them and private patrons were in the upper half of their classes. Even those in whose elections the masters had a voice occupied but indifferent places.

Further to test the bursars, we took special note of their work, both in the oral and written examinations, and in the latter we found them in the rector's class occupying a better position than we expected. In the Latin prose exercise the 3 bursars stood 2d, 13th, and 14th out of 40 who wrote the exercise. In the fourth class, however, there were four bursars among the 49 who wrote the exercise. Their places were 7th, 40th, 48th, and 49th.

In the terms of some of the mortifications there is nothing to prevent such a modification of the present system as the rector suggests. Thus, in the case of the Robertson bursary of 1644, the will specifies that it is for the use and maintenance of a poor bursar, the son of a burgess, '*capable of learning, and* '*inclined thereto*,' with a preference, however, for a boy of the name of Robertson, who is to be appointed only if he be '*apt and qualified*, but (*i.e.*, without) examination;' and in the case of the Rolland bursaries, also for poor boys, they must be 'well inclined in their own natures, and *given to* '*learning*;' and if any be put in 'that are otherwise disposed,' they are to be '*duly tried and examined* by the patrons and masters, and to be censured 'or dismissed according to the discretion of the patrons and masters, and 'others put in their room.'

Fees and Cost of Education.

We have already stated that the sums contributed by the Town Council and Dr. Dun's endowment amount to £450. There were on the roll of the school at the time of our visit 270 boys. The public cost, therefore, for each was about £1, 13s. If we add the large temporary payment of £800, each boy costs the burgh about £3 more, but for reasons given before we have left it out of our calculations.

The subjoined table of the fees and the hours of teaching enables us to estimate the private cost and the amount of time that each boy gets for his money:—

Classes.	Hours.	Fees per Qr.
Fifth, or Rector's,	Latin, 9—11½ Greek, 3—4,	11s. 5s.
Fourth,	Latin, 9—11½, Greek, 2—3,	11s. 5s.
Third (Latin, Greek, English),	9—10½, 11½—12½, and 2—4,	13s. 6d.
Second (Latin and English),	10½—12½ and 2—4,	13s. 6d.
First (Latin and English),	10½—12½ and 2—4,	13s. 6d.
French and German,	12—1 and 1—2, Mon., Wed., Fri.,	10s. 6d.
English,	Junior, 3—4, Senior, 2—3,	7s. 6d. 7s. 6d.
Arithmetic and Mathematics,	Various hours from 9 to 2,	6s. per hr.
Writing and Arithmetic (when both taken),	9—10½,	9s. 6d. for 1½ hr.
Writing,	... ...	6s.
Drawing,	Tu. and Thur., 1—2; Wed. and Fri. 3—4,	10s. 6d.
Gymnastics,	Mon. and Th. 4—5, in Aug. and Sep.,	10s. 6d.

General expenses, 1s. 6d. per quarter.

If a boy follows the usual five-years' course, the private cost is as follows:—

First year, £4, 18s., for Latin, English, writing, and arithmetic, 27½ hours a week.

Second year, £4, 18s., for the same, 27½ hours a week.

Third year, £4, 4s., for the same, with Greek added, 27½ hours a week.[1]

Fourth year, £6, 4s., for Latin, Greek, English, ancient history, ancient geography, and mathematics, 27½ hours a week.

[1] The reason of the reduced cost in the third year is, that the boy has more Latin and Greek at the same fee as in the first and second years, and less writing and arithmetic, at a fee of 6s. instead of 9s. 6d. a quarter.

Fifth year, £6, 4s., for the same, 27½ hours a week. Aberdeen Grammar School.

These sums include all expenses, except books, for which we must allow 10s. in the two lowest and £1 in the three highest classes; and if the boy adds French, German, or drawing, each subject will cost £2, 2s.

Considering the branches taught, the whole cost of Aberdeen grammar school is extremely moderate. For convenience' sake we bring the total amount together for each year :—

		1st year.	*2d.*	*3d.*	*4th.*	*5th.*
I. Public,		£1 13	£1 13	£1 13	£1 13	£1 13
II. Private	Fees, etc.,	4 18	4 18	4 4	6 4	6 4
	Books,	0 10	0 10	1 0	1 0	1 0
					2 0 (for French)	2 0 (for French).
Total,		£7 1	£7 1	£6 17	£10 17	£10 17

For the fourth and fifth years this calculation is at least £2 more than the actual cost, for few of the boys, comparatively speaking, take any other than the classical part of the course, and if they do add French or German, they probably abandon Greek, and thus save themselves a portion at least of the expense. It is to be borne in mind also, that about ten per cent. of the boys are bursars; and that the Magistrates, from an 'endowment' at their disposal, pay for the books of a certain number of poor scholars at the grammar school.

The income of the masters from the three sources of Dr. Dun's endowments, the Town Council, and fees, is as follows :— Income of Masters.

	From Dr. Dun's Foundation.	From the Town Council.	From Fees.	Total.
Rector or Principal Master,	£82 0 0	£82 0 0	£176 0 0	£340 0 0
First Classical Master,	27 6 8	22 13 4	152 7 6	202 7 6
Second,	27 6 8	22 13 4	151 7 6	201 7 6
Third,	27 6 8	22 13 4	155 18 6	205 18 6
Fourth,	0 0 0	50 0 0	174 9 9	224 9 9
Mathematical,	0 0 0	20 0 0	231 0 0	251 0 0*
English,	0 0 0	0 0 0	70 0 0	70 0 0
Modern Languages,	0 0 0	0 0 0	12 0 0	12 0 0
Drawing,	0 0 0	0 0 0	16 0 0	16 0 0
	£164 0 0	£220 0 0	£1139 3 3	£1523 3 3

* Out of which he pays two Assistants.

Teachers.

The staff of masters consists of a rector, four classical masters, a teacher of arithmetic, mathematics, and writing, with two assistants; a teacher of English, a teacher of drawing, and a teacher of modern languages. The three last are recent additions to the school, and as yet at least have not to any perceptible extent modified the classical character of the teaching.

All the classical masters and the mathematical master are graduates of Aberdeen. Four of them are ministers of one or other of the Presbyterian Churches, and the school, in respect to its masters, has frequently been a stepping-stone to preferment either in the church or in the universities. Qualifications.

The rector and three of the classical masters were examined before their final appointment, in terms of Dr. Dun's deed, but the fourth classical master, who was added to the school in 1863, and who receives no part of the endowment, was not subjected to any examination. The non-classical masters were all appointed by testimonials without written or oral examination. The appointment of the rector, of the four classical masters, and of the mathematical master, are *ad vitam aut culpam*. Tenure.

The rector, by the terms of Dr. Dun's deed, has the supervision of the masters; he teaches the fifth or highest class. In the prospectus of the school there is a sixth class mentioned, taught partly by him, but it has never

Aberdeen Grammar School.

Relation to each other.

Subjects taught and amount of work done.

had an existence. It was intended to meet the requirements of the 'matriculation' at college, but this scheme was dropped by the university authorities. The classical masters are quite independent of each other. Each conducts his own class from the beginning till the end of the fourth year, when he hands it over to the rector. For the first three years of the course they teach not only classics, but English grammar, and modern geography and history. The fourth class master and the rector teach ancient geography and history. The amount of work done by each master in these branches, from the beginning of November till the 5th of April, was as follows :—

First Class.—English.—The parts of speech gone over. Dictation one hour; reading with roots, etc., one hour; analysis and parsing four hours—every week.

History.—Scotland to the Restoration of Charles II. once over and revised to James I.

Geography.—Europe (generally), Scotland and Ireland more particularly.

Latin.—Rudiments (Scottish School-Book Association) to end of second conjugation. Vocabulary of words and exercises done as far as the second conjugation, and *Chambers's Exercises* read up to first conjugation.

Second Class—English.—Campbell's *Pleasures of Hope*, Part 1st, 338 lines analysed, explained, and commented on. An exercise in dictation written once a week.

History.—Dr. Smith's smaller *History of England*, pp. 1-137.

Geography.—Stewart's *Modern Geography*—Norway, Sweden, Denmark, Holland, Belgium, France.

Latin.—Bryce's *Latin Grammar* revised, to the chapter on impersonal verbs. Donaldson's *Jacob's Latin Reader*, from p. 22 to p. 97. *Chambers's Elementary Latin Exercises*, pp. 58-80. Cæsar *de Bello Gallico*, Lib. I. 1-3. Melvin's *Latin Grammar*, the Latin rules on to those for the genitive plural. A Latin '*version*' consisting of a few easy sentences was written in school once a week, and examined by the master at home, and the boys places in the class settled by it.

Third Class—Latin.—(Two-and-a-half to three hours a-day). Part of Rudiments revised. Melvin's *Grammar*—the rules for genders and for irregularities in cases revised, and the rules for prosody learned. Cæsar *de Bello Gallico* (Chambers's edition), Lib. V. 16-58; VI. 1-44; VII. 1-11. *Ovid* (Chambers's *Extracts*), thirty-five lines. '*Versions*' twice a-week, on Tuesdays and Fridays, written in school. Tuesday's 'version,' usually a piece of continuous narrative, composed by the master to suit the class. Friday's 'version' usually sentences to illustrate a special subject.

Greek.—Begun on 1st February 1867—taught half-an-hour a-day at first, but afterwards increased to three hours a week. Bryce's *First Greek Reader*, to page 26, including all the exercises. *English Grammar and Analysis*, two hours a week. Mason's *Elementary English Grammar*, pp. 1-109. Mason's *Analysis*, pp. 1-84.

History.—Two hours a week—Smith's smaller *History of England*, Edward VI. to Charles II.

Geography.—One hour a week—Anderson's *Geography*, Portugal, Spain, Italy, Greece, Turkey, Asia.

Fourth Class—Latin.—Livy, Book I. 1-30. *Æneid*, Book II. 558 lines. Latin composition done in school and at home.

Greek.—Xenophon's *Anabasis*, Book I., first five chapters. Arnold's *Prose Composition*, first twenty exercises.

History.—Smith's *History of Rome*, to the end of the first Punic War.

Geography.—Edinburgh Academy's *Ancient Geography*—Italia.

Rector's Class—Latin.—Livy, Book VII., the whole. Virgil *Æneid*, VI. 1-600. Rudiments and Grammar revised. Composition daily.

Greek.—Geddes's *Grammar*, pp. 1-137. Xenophon's *Anabasis*, V. 1-12. Arnold's *Prose Composition*, pp. 1-44.

Geography.—Edinburgh Academy's *Ancient Geography*, countries in Europe.

History.—Smith's smaller *History of Greece*, to the beginning of the Peloponnesian War.

The amount of work that had been done in the arithmetic classes was as follows :—

First Class.—Simple rules to the end of reduction.

Second Class.—Rules as far as simple proportion.

Third Class.—To the end of compound proportion, with *Euclid*, I. 1-12.

Fourth Class.—To vulgar fractions, including proportion and commercial rules. *Euclid* I., with deductions, and algebra begun.

Fifth Class.—Arithmetic generally. *Euclid*, I. and II. Algebra, as far as equations.

And in the *English* classes (intended for the rector's boys, and the boys of the fourth class, and taught by a special master) the work was as follows :—

Fourth or Junior Class.—Bain's *Grammar*, pp. 10-39 ; pp. 73-132. Bain's *Composition*, pp. 1-49, and pp. 236-244. Cowper's 'Task,' Book v. Outlines of Saxon Grammar.

Fifth or Senior Class.—Bain as above. Shakspeare's *Midsummer Night's Dream.*

It will be observed that the amount of work done in five months is very small—the Aberdeen system being apparently to do little, but to do it accurately.

Scholars.

The boys are divided into two classes, '*alumni*' and '*extranei.*' The former are those who have been four quarters, and the latter those who have been a shorter time at the school. The distinction is now one in name only, but formerly the '*alumni*' had certain privileges in regard to bursaries. The total numbers on the roll were 272, and there were in attendance on the day of our visit 260.

The average number in each of the five classes was about 50, the highest being about 63 and the lowest about 40. It was worthy of notice that the numbers continued very much the same from the beginning to the end of the course. The boys came mostly from the town and neighbourhood of Aberdeen ; but while this is the case in the junior classes, the rector's class has more 'country' than 'town' boys. They come largely from the parish schools to have a year's training in Aberdeen before going to college. The subjoined list of the rector's class is interesting, in as far as it shows this fact, together with the age of the boys who are on the eve of going to college, and their parentage :—

No.	*Age.*	*Parentage.*	*From*
1	13	Banker.	Town.
2	20	Farmer.	Country.
3	15	Grocer.	Town.
4	17	Labourer.	Country.
5	16	Rope Manufacturer.	Town.
6	17	Farmer.	Country.
7	15	Contractor.	Town.
8	13	Landed Proprietor.	Country.
9	15	Shipmaster.	Town.
10	15	Shoemaker.	Town.
11	14	Clergyman.	Country.
12	14	Physician.	Town.
13	15	Druggist.	Town.
14	14	Farmer.	Country.
15	15	Advocate (*i.e.*, Solicitor).	Town.
16	17	Labourer.	Country.
17	15	Shipmaster.	Town.
18	15	Druggist.	Town.
19	16	Clergyman.	Country.
20	13	Grocer.	Country.
21	15	Ship-Chandler.	Town.
22	15	Clergyman.	Country.
23	17	Farmer.	Country.
24	14	Advocate (*i.e.* Solicitor).	Town.
25	16	Blacksmith.	Town.
26	16	Auctioneer.	Town.
27	15	Newspaper Editor.	Town.

Aberdeen Grammar School.

No.	*Age.*	*Parentage.*	*From*
28	14	Banker.	Country.
29	15	Clergyman.	Country.
30	17	Schoolmaster.	Town.
31	13	Merchant.	Town.
32	14	Shipowner.	Country.
33	17	Poor Inspector.	Town.
34	15	Free Church Minister.	Country.
35	17	Gardener.	Country.
36	16	Farmer.	Country.
37	16	Farmer.	Country.
38	16	Farmer.	Country.
39	18	Farmer.	Country.
40	15	Farmer.	Country.
41	15	Farmer.	Country.
42	20	Labourer.	Country.
43	17	Farmer.	Country.

Of the whole number 24 were country boys, resident with friends or others in town. The rector assured us that their parents, although often in humble circumstances, never grudged the school-fees necessary to secure them a proper training for college, but that strict economy was practised on their 'board and lodging.' The average age of the country boys is sixteen, a year older than those who come from the town, and 2 in the list it will be seen were twenty years of age.

Promotion of Classes.

There is an excellent rule in regard to the entrance examination and the promotion of classes. It is as follows :—'On such and such a day of November 'in each year the school will be opened, after the competition holidays, for the 'entrance examination for the various classes, the subjects of examination being 'the work of the previous three months in each class. Pupils intending to join 'the first class will have to pass an entrance examination, which will consist 'in writing to dictation a few simple English sentences, and showing a suffi-'cient knowledge of the elements of English grammar. Pupils from other 'schools will be examined separately by the masters of the classes which they 'propose to join, on whatever books they have been previously reading.' In theory, therefore, there is an examination both for admission and promotion, but as a fact it is rarely acted upon. The examination papers are duly set, but the ordinary rule of rejecting none, and promoting boys from year to year by whole classes is followed much as in the other Scotch schools. Occasional cases occur of boys being refused promotion or admission. And a short time ago it was said that boys of the fourth class had gone direct to college, in order to avoid the examination for the fifth or rector's class, where the standard of attainments is higher than in the junior humanity class. Bursars cannot be rejected, however bad they may be.

Annual Examination.

At the end of the school year, in October, the classes are examined by visitors appointed by the Town Council. The visitors are the professors and clergymen of the city. They examine all the classes orally, and hear them taught by their masters, and, in addition, they set papers to the fourth and fifth classes. In these the translation from English into Latin occupies the chief place.

Prizes.

At the end of the session also two gold and one silver medal are given to the two highest classes, and a Williamson scholarship of £10 to the dux of the third class. Since 1864 the Town Council have ceased to give books as prizes, and certificates of merit have been awarded in their place. If the book prizes were as numerous as these they must have been given in great profusion, for in the rector's class alone of last year, with 70 boys, there were 19 certificates of merit for Latin and 19 for Greek, and 69 for the other subjects taught by him, and for the visitation exercise.

Most of the boys follow the course designed by the school authorities.

Aberdeen Grammar School.

Curriculum of Study.

	I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.
Hours.	Latin & English. Fee 13s. 6d.	Latin & English. Fee 13s. 6d.	Latin & English. Fee 13s. 6d.	Latin and Greek. Fee 16s.	Latin and Greek. The Rector. Fee 16s.
9—10½	Arithmetic and Writing. Fee 9s. 6d.	Writing and Arithmetic. Fee 9s. 6s.	English, and Modern History & Geography. Taught by Classical Master.	Ancient History and Geography. Taught by Classical Master.	Ancient History and Geography. Taught by Rector.
			Latin.	Latin.	Latin.
10½—11½	English and Modern History & Geography. Taught by Classical Master.	English and Modern History & Geography, Taught by Classical Master.	Writing & Arithmetic on alternate days, or Arithmetic alone. Fee 6s.	Greek.	Latin.
11½—12½	Latin.	Latin.	Latin.	Arithmetic and Mathematics. Fee 6s.	
1—2					Arithmetic and Mathematics. Fee 6s.
2—3	English and Latin on alternate days.	English and Latin on alternate days.	Latin.	English. Special Master. Fee 7s. 6d.	Greek.
3—4	Latin.	Latin.	Latin.	Latin.	English. Special Master. Fee 7s. 6d.

For the first three years the boys *must* attend the Latin classes, but the others are optional. In the fourth and fifth years all the classes are optional, and the pupils may attend such as they please. Most of them continue till the end of the fourth year, when about half of them, being now fourteen or fifteen years of age, leave the school for business or for college; their ranks are filled up in the fifth year by new boys from the country schools; and about five-sixths, or 50 out of 60, go annually every year from the rector's class to college. Little attention is paid during the whole course of five years to the extra branches of the non-classical side, and the school chiefly directs its energies in its course of study to the competition bursaries in the university. Till very recently these were given exclusively for classics. Euclid and English have been added. Owing to their exclusion from the examination, algebra and modern languages are scarcely studied. Masters, boys, and parents, with a due appreciation of what will pay, concentrate their efforts on classics, with just as little study of English and geometry as shall enable them to 'cram' Professor Bain's text-books and master the first book of Euclid. From the commencement of their course the boys are practised more especially in 'versions,' translations, that is, from English into Latin. These they do daily in the school, with such help from grammar and dictionary as they require, and in the fifth class without any aid.

We subjoin the values attached to each subject in the university competition.

English into Latin,	400	marks.
Latin into English,	150	,,
Greek into English,	175	,,
English grammar and composition,	175	,,
Arithmetic, including fractions and proportion,	100	,,
Euclid, Book I.,	200	,,
Total,	1200	,,

We have not been able to obtain a full list of the honours gained by the school for the last five years, but it may be said without fear of contradiction, that it is the largest of any school in the north of Scotland. The rector fur-

Aberdeen Grammar School.

nished us with a few particulars. 'In the University of Aberdeen, there are 'about fourteen bursaries competed for annually, and the grammar school 'pupils carry off fully one-half, and the first bursary has been gained by the 'grammar school during the last five years, with the exception of last year '(1866).' The senior wrangler in Cambridge in 1860 was a former dux of the school. Three Ferguson scholarships at Glasgow have been gained by grammar-school boys within the last five years, and ten appointments in the East Indian civil service within the last ten years.

Examinations.

The organization of the school is so peculiar, that we have thought it desirable in describing our examination to divide the school into two parts—classical and non-classical—in order to bring out the features that are noticeable in each.

(1.) Classical Side.

In the rector's class we found 39 boys. These were learning in Latin the 5th Book of the *Æneid*, and had finished a book of Livy. Thirty-four of the whole number were also learning Greek—Xenophon's *Anabasis* and Arnold's *Prose Composition*. A portion of each day was also given to the 'History of 'Greece.' The Latin lesson of the day was twenty lines of Virgil, and the boys were examined both on it and in other parts of the book that they had done before. The teaching was characterized by scholar-like minuteness, simplicity, and quietness of manner; and the boys were noticeably prompt and earnest with their work. Books with the plain text, or only a very few notes, were used, and neither here nor anywhere in the school did we find editions of any book—like Anthon. The parsing and analysis of the sentences were better than the translation, which was literal but inelegant. In connexion with this, we may mention that the boys professedly prefer prose to poetry, Sallust or Livy to Virgil or Horace. Of the Greek class we have to give the same account as of the Latin boys. They knew their grammar admirably, and perhaps the baldness of their translation was not quite so striking in Xenophon as it had been in Virgil. The only weak point was the 'History.' Questions were put and answered far too closely in the words of the text-book; but with this slight exception there was great general excellence throughout the 'high class' of the school. As in the other classes, the boys were arranged in parallel benches rising gradually one above the other. The worst boys, that is the least diligent and lowest, were immediately in front of the master; the best were on the most remote forms. After the *viva voce* examination we set the class two papers, a piece of English for Latin prose, and a chapter of Livy that they had never seen before. The total number of marks in each case was 100. All the boys in the class did both the exercises. The average gained for the Latin prose—a difficult passage—was 59. Six out of 39 had 80 marks and upwards—the highest having 90. Four of them had 20 marks or less, and the 2 worst, who had been five years at school, had absolutely none. The country boys who had come to the Grammar School to 'finish,' held a very good place. The style of all who did the exercise well or fairly was marked by a knowledge of grammar and of idiom, In the translation the average gained was 47. Only 3 had 80 marks or upwards. The best boy in both exercises taken together was one who had only been six months at the school, and had previously been trained at home. He had 85 marks for the Latin prose, and 90 for the translation.

The fourth class, like the rector's, was examined *viva voce* and on paper work. The upper two-thirds of the class did remarkably well. One part of their work was to render a passage of Xenophon into Latin. This was quite independent of their ordinary Latin 'version,' and was a sort of supplement to that work, with a view to the requirements of the bursary competition in the University. The 49 boys who were present on the day of our visit did a Latin prose exercise for us, and a translation from Livy of a passage not seen before; both on paper. Of the 49 boys, 27 had been trained originally in country schools, but many of them had been in the Grammar School for two or three years. The average number of marks for the Latin prose was 43. One boy gained 88, and showed wonderful promise in point of scholarship. There was exactly the same average in the translation, but both here and in the Latin prose the average was terribly affected by the 'tail' of the class.

Aberdeen Grammar School.

Thirteen boys had only 20 marks, or less, for the translation. The best boy in both the Latin prose and the translation had 188 marks, 88 for the former, and full marks for the latter. The other classes were examined *viva voce*, chiefly by their respective masters, in our presence. It would be tedious to repeat an experience which was generally the same ; conclusive as to the good scholarship of the teacher and the ability of the boys.

The one great blemish running through all the classes more or less, was the difference between the top and the bottom, and the lengthened 'tail' in most of them. We venture to copy, from notes made at the time, but without specifying to which of the five classes they refer. They seem, if we are right in our impression, to indicate two things, that the system of promotion 'by 'years' is of doubtful propriety, and that, with the view to the bursary competition, the lower half of the class is sacrificed to the upper. In one case we say, 'The boys were examined by their master in regular order, 'beginning at the top. The teaching, therefore, was wanting in live-'liness, as far as the lower boys were concerned, and wanted, indeed, the viva-'city that can only be kept up by rapid transition from one part to another. 'The foot of the class was neglected.' Again, 'The translation being finished 'about half way down the class, the master then returned to the top of the class 'for the parsing, never getting further down than the middle, so that the last 'half were left in happy indolence and undisturbed.' Of one class in the way of contrast we say : 'Very good and careful teaching—largely devoted to 'the lower part of the class.' With this exception, however, of very unequal attainments in the same class, our conclusion was that classical learning was still appreciated in Aberdeen more than anywhere else in Scotland, and at least as well taught ; and that the material to work upon in the boys was first-rate.

It was curious enough to find, however, that the tone and behaviour of the boys was rude and boorish. Within the walls of their respective class-rooms most of them behaved well, although in some cases, even within the class-room, they were free and easy in their conduct ; but as soon as the work was finished, before they had left their rooms, and more notably still in the corridors and passages, the noise and turbulence were quite remarkable. Of their rudeness to strangers we heard an instance that had happened shortly before our visit. A German, we were told, had lately come to do some repairs in the class-rooms. As soon as the boys knew that he was not only a stranger but a foreigner, he was hooted at and insulted during his stay ; and he remarked that in all the schools he had visited he had never been subjected to such treatment.[1] Our experience coincided with his.

Non-Classical Side.

(2.) Non-Classical Side.

The above report on the Classical Side indicates the manner in which classics are taught in the school. We regret to state our report upon the Non-Classical Side is not so favourable.

In forming an estimate, however, of this side of the school, it must be borne in mind that the genius of the place is against all teaching except classics ; that the attendance at the English, modern language, and mathematical classes is optional, whereas it is imperative in the Latin and Greek classes ; and that as the work of the school is arranged for the classical scholars, those who attend the other classes must neglect some branches, or overwork themselves. The majority of the boys attend the classical classes only. Hence

1 The character of the boys for turbulence is noticed by Kennedy in his *Annals of Aberdeen*. 'Their disobedience,' he says, 'to their masters seems frequently to have 'been the subject of complaint ; and in the year 1580, it was found requisite to pass an 'Act of Council ordering the scholars, on their entry, to find caution under the penalty 'of £10 for their good behaviour, and for paying due obedience both to the Magistrates 'and to their masters.' 'In 1612, the pupils, repining at the severity of the rector's dis-'cipline, became mutinous, and determined to resent it at their own hands. Having 'armed themselves with hackbuts, pistols, and other offensive weapons, they took pos-'session of the Sang School, and were threatening to commit acts of outrage, when the 'Magistrates were obliged to interfere their authority to prevent it. The ringleaders of 'the juvenile insurrection were apprehended and sent to prison, and twenty-one of the 'most prominent insurgents were expelled not only from the Grammar School, but from 'all the other schools of the town.'

Aberdeen Grammar School.

the classical masters give out work that is sufficient for the majority. If they did not do so, the majority would be underworked. But the effect of this upon the minority is, that they must neglect either some of their classical work, or some of their non-classical work. If they attempt to do the work of both sides of the school, they must break down.

Hence it is that we found great dissatisfaction with their positions among the masters of the Non-Classical Side of the school. 'It is difficult to know 'what to say about the English classes,' said the teacher to us; 'English is 'a drug in the Aberdeen market. You cannot expect the boys to give their 'attention in this class as they do in the compulsory classes. I am not even 'an *article de luxe* in the school. I am simply a "*bore*" to the few boys whose 'parents wish them to attend.' The mathematical master took an almost equally desponding view of his position in the school. The boys could not be expected to work well for him, and he could not be expected to keep up a rigid discipline, because, whenever any pressure was put upon the high spirit of the Aberdonian youth, they left the optional classes, and learned the modest quantity of Euclid,—the First Book only,—necessary for the bursary competitions, elsewhere. The modern language master also complained bitterly of his position. Modern languages are not necessary for success in the bursary competitions. Candidates are not examined in either French or German, and require to know nothing of either subject. Hence there are but 11 boys at the Aberdeen Grammar School learning French, and not one learning German. The teacher, therefore, does not find his position satisfactory. We shall dwell at greater length on this under the head of the French Department.

We have drawn attention generally to this feature of the Grammar School, in order that due allowance may be made for the circumstances in which the teachers are placed, in considering the subjoined report of the examinations in the Non-Classical Side of the school.

Examinations.

English Department.

In this school, English is taught in the junior classes by the classical masters as part of the regular classical curriculum. Till quite lately, the five classes learned all the English that was considered necessary from their classical masters. But in 1864, the present master was appointed to teach English exclusively to the two highest classes, partly as a concession to the ideas that were gaining ground in Aberdeen, that some branches were necessary for education besides Latin and Greek, chiefly because the scope of the bursary examinations was opened, and Professor Bain's *English Grammar* was introduced as one of the subjects.

There are therefore two English classes in the Aberdeen Grammar School, representing the classical fourth and fifth. In the junior, there are 34 on the roll, and when the schedule was filled up, there were 28 in attendance; but when visited, only 13. Three of these 13 did not attend the classical fourth, the remaining 10 did; and they were the sole representatives of that class, which numbers 56. We found these 13 boys in the corner of a large airy classroom, with ample accommodation for upwards of a 100. They were at first inclined to be unruly, and not inclined to do the work required of them. They appeared to think it beneath their dignity to be examined in English. The teacher, we thought, treated them too much as students, and too little as boys. He talked of them as 'young gentlemen,' and addressed them as 'Mr. 'So-and-so.' They obviously were not well in hand, and might break out at any time. Indeed, the master hardly professed to be a strict disciplinarian with them.

They were doing Bain's *Grammar;* analysing about fifteen lines of *The Task* on Bain's system; and learning to write English from Bain's *Composition*. History, geography, or literature, are not taught in this class. These subjects are not necessary for the bursary competition; and therefore, as the teacher said, 'If a class in these subjects were started, it would be nominal, and no 'boy would attend it.' It appeared that the whole energies of master and scholars were concentrated on getting up the amount of grammar and composition on Bain's method, required for the bursary competitions, and nothing else.

Aberdeen Grammar School.

After hearing the teacher examine the class on these subjects, we asked the boys to write a piece of English from dictation, about ten lines from the newspaper of the day, read aloud to them by the master. The following table shows the manner in which it was done. Considering the age of the boys—the average being over fifteen,—this is, without exception, the worst piece of dictation we have had throughout the inquiry. Twelve boys, over fifteen years of age, made 48 mistakes, or an average of 4 mistakes a piece; and in about ten lines of ordinary prose from the newspaper of the day,[1] one boy of fifteen, who had been three and a half years at the school, spelled Greek—'Greak,' in writing down the classes which he attended; and in answer to a question at the beginning of the exercise, as to what school he had been at before this school, wrote 'Jymnasuim' for Gymnasium. Certainly not more than 5 of these 12 boys could pass the sixth standard of the Revised Code, and 5 at least of them would find difficulty in passing the third. There is hardly an inspected elementary school in Scotland that could have produced such spelling.

Dictation Papers of the Fourth Class in Aberdeen Grammar School.

No.	*Age.*	*Years at this School.*	*Mistakes in Spelling.*
1	15	$3\frac{1}{2}$	3
2	15	3	8
3	14	4	1
4	16	4	1
5	17	1	2
6	14	$0\frac{1}{4}$	0
7	15	3	6
8	15	2	8
9	...	...	5
10	14	$3\frac{1}{2}$	2
11	16	$0\frac{3}{4}$	4
12	15	$1\frac{1}{2}$	8

Average age, 15. Number of mistakes in spelling, 48. Average of mistakes, 4.

The only boy who made no mistakes had been only one quarter at this school.

In the highest English class, representing the fifth classical class, there are 12 returned as on the roll, and 8 were returned as in attendance. When we visited the class there were only 5 in attendance, and those five represent the fifth class, which numbers 34.

This class read some passages from *Richard II.* The reading was very indifferent. In many elementary schools girls of 11 and 12 read a great deal better. But, as the teacher explained, there is considerable difficulty in teaching them to read. The classical master teaches English for the first three years, and he cannot give any time to English reading; and before the boys get into the junior English class they have forgotten what reading they may have learned in the nursery, and are ashamed to stumble through an ordinary English passage at the age of 15.

We set the same paper to this class, with the addition of a piece of dictation, that was set in the Edinburgh Academy and High School, and in the Inverness Academy. The following table shows the result. It was much better done at the three other schools :—

[1] The piece dictated was as follows :—'There are not wanting Liberals, however, who, 'far from admitting that the letter is the offspring of temper and pique, recognise in it 'the move of a profound tactician. If Mr. Gladstone retires from the initiative, it is in 'order that it may be taken by one who has far more influence with neutral, and even 'with Conservative, politicians than himself. The amendment of which Mr. Gladstone 'gave notice in committee was in favour of a five pound rating; but this is also the aim 'and effect of Earl Grosvenor's amendment, which has precedence over Mr. Gladstone's, 'and will be indeed the very first question put from the chair in committee on the Bill 'on Thursday the 2d May.' Mistakes in the spelling of proper names were not counted.

Aberdeen Grammar School.

English Paper of Highest Class.—Maximum, 150.

No.	*Age.*	*Years.*	*Mistakes in Dictation.*	*Marks.*	*Observations.*
1	17	5½		20	Did not attempt the essay; only three derivations; and did not understand the piece of poetry.
2	14	5½		35	Words derived from Greek and Latin well done.
3	16½	0½	2	10	Did not attempt the essay; only one derivation correct out of twenty-seven; and did not in the least degree understand the poetry.
4	16	3	1	45	No derivations; poetry understood; essay attempted.
5	15	4½	1	30	Poetry not understood; words derived from Latin fairly done; essay attempted.
6	15	5	3	6	No idea of derivation, or of the meaning of the poetry, or of the subject of the essay.[1]

The average age is 15½. Average length of time at school, four years. Average marks, 24 out of 150. Average number of mistakes in spelling, 2. Total number of mistakes in spelling, 12. The piece dictated was the same as that given to the fourth class.

The following is the return sent in by Mr. Müller, the teacher of modern languages :—

'*Number of Pupils.*

Modern Language Department.

'*French.*—1st (or lower class).—On the roll, 8 ; all boys between the ages of twelve and sixteen. Attendance, 7.

'2d class is only in course of formation. On the roll, 3 pupils as yet, of 'whom only 2 were present on the first day, all boys between twelve and six-'teen years of age.

'*German.*—No class as yet formed in the Grammar School, because I found 'it impracticable.

'*Income.*—My income from the school, as master of modern languages, 'amounts to an average of twelve pounds sterling (£12) a year. . . . . 'and the whole of my income is derived from fees.'

The cause of this state of things in such an important school as the Grammar School in Aberdeen, is found in the fact that the school is not an educational institution in a proper or liberal sense of the word, but is simply a seminary for bursary candidates. Modern languages do not form part of the bursary examinations, therefore they are neglected. 'No boy,' Mr. Müller writes, 'is 'admitted to a class for modern languages in the Grammar School unless he 'attends at the same time certain of the Latin classes, or has finished his third 'Latin class, or is certified by the master to be fit to attend the fourth Latin 'class.' The French classes meet three times a week, on Mondays, Wednesdays, and Fridays, for one hour each time ; that hour is between one and two o'clock—the usual dinner hour,—so that those who attend the French class have to give up their dinner or play hour, and this to some extent prevents a larger attendance. These circumstances are very disheartening to a man willing to do his work thoroughly, and were it not for his private pupils, no teacher of any eminence could remain at the Grammar School. In answer to the question, 'What difficulties, if any, do you find in the discharge of your

[1] The essay done by this boy, who is fifteen years of age, and has been five years at school, is as follows :—The subject was 'Effect of the physical features of a country on 'the character and pursuits of a nation.'

'Short Essay.

'The effect of the physical features of a country are so good that there cannot be much 'said about them where America is so productive and the character so good that there 'can be little said about them and so also their pursuits they are so good also in their 'pursuing that their cannot be much said about them.'

'duty?' Mr. Müller writes, 'The great difficulty in the discharge of my duties I find to consist in not having as yet been able to obtain suitable hours for teaching modern languages;' and, in answer to another question, he says, 'As my department is considered in the light of a mere appendage to the school, and I myself as an interloper among the classical masters, I had at first extreme difficulty in maintaining proper discipline, especially when boys, not pupils of mine, out of mere wantonness, often knocked at the door of my class-room and then ran away, or made a great noise in the corridor outside my class-room. With the aid of the rector that nuisance was abated, especially when I, of my own authority, sent for the janitor, and placed him like a sentry in the corridor, so that I can now say that at present I am left unmolested.' Aberdeen Grammar School.

And in answer to question 24, in the Notes of Particulars of Inquiry, Mr. Müller writes:—'The ordinary school instruction appears to have had for its sole object to prepare boys for obtaining bursaries at the annual competition in the University of Aberdeen. It is apparently for that very reason that the study of modern languages has hitherto not only been discouraged in the school; but practically almost disallowed; as, for example, by relegating the hours for French, German, and drawing to the regular dinner hour of the pupils, or after regular school hours. Modern Languages count for nothing in the bursary competition. As for a boy not only of good ability, but of the very highest ability, going to compete for the India Civil Service directly after he finished the usual course of study pursued in the Grammar School, that is completely out of the question, at least as regards modern languages.' At the same time, a class of 7 boys, who were reading *Le Bourgeois Gentilhomme*, showed clearly, both by their reading and parsing, that, given ordinary opportunities, very good French scholars might be turned out at the Grammar School.

Mathematical Department.—In this department, arithmetic and writing are taught, as well as mathematics. It numbers 166 on the roll, and 150 in attendance. There are three classes in arithmetic, three in writing, and four in which mathematics are taught as well as arithmetic. The two senior classes have five hours a week, of which two are devoted to Euclid, for the bursary competition, and three to arithmetic. The two junior classes have an hour and a half per day, and the third has one hour a day, the time being divided equally between writing and arithmetic in the case of the three youngest classes. We saw one of the senior classes engaged at work. The instruction given was not very interesting, and the discipline was only moderate. The fourth classical class, of whom 19 were present, did a paper in arithmetic. The average was only 33 out of 200, and 11 out of the 19 were unable to do simple addition. We give the marks, etc., of the five highest and the five lowest. Mathematical Department.

Five Highest.

No.	*Age.*	*Years at School.*	*Marks, Max.* 200.	
1	17	2	65	
2	17	0½	60	
3	16	4	60	Aver. 58
4	16	2	55	
5	16	0¾	50	

Five Lowest.

No.	*Age.*	*Years at School.*	*Marks.*	
1	15	4	...	
2	16	4	10	
3	Not given.	4	10	Aver. 8
4	14	4	10	
5	14	5	10	

It will be remarked that out of the 5 highest, 2 had not been a year at

Aberdeen Grammar School.

this school, and of the 5 lowest, 1 had been five years, and the remaining 3 four years.

Twenty boys did a paper in Euclid. The teacher asked us to give them a paper confined to the First Book, although many younger boys at other schools did papers in the first Six Books for us. But the First Book is only necessary for the bursary competition. The paper set was a very simple one; and it was very well done; only 3 out of the whole 20 broke down, and 170, 160, and 150 were gained out of 200. From this it appears that these boys can learn anything that will pay for the competition.

General Remarks.

We have already exceeded our limits, which the importance of the school will excuse; and besides, we have incidentally noticed most of the points that call for remark in the school. We now content ourselves with re-stating in a few words the particulars that seem open to objection or criticism:—1. The bursaries should be thrown open, and the classes relieved from the dead-weight of boys appointed without examination or merit. 2. The Modern Side should, if possible, be made a *bona fide* part of the school. But this can only be hoped for when the subjects taught in it are made a part of the University bursary competition. At present there is no sympathy or harmonious working of the two sides. 3. The authority of the rector seems inadequate and unsatisfactory. This is shown in such minute matters as the variety of *Grammars* and *Readers* used in the different classes, and in a greater degree in the want of control and inspection of the school from time to time. 4. The noise and turbulence of the boys are a serious blemish in the school, and are more or less connected with the last-mentioned point. [H.]

LI.—INVERNESS ACADEMY.

Inverness Academy.

Visited April 25 and 26, 1867.

History.

The Inverness Academy was founded in 1793, 'for the education of the 'families of the upper classes in the Highlands generally, as well as of the 'town and neighbourhood, the funds for that purpose having been collected 'by subscriptions at home and abroad.'[1] Prior to this date there had been an old Grammar School in Inverness, supported by the Town Council,[2] which on the opening of the Academy was discontinued, the Town Council paying the salaries formerly paid to the Grammar School masters to the masters in the Academy.

Constitution and Management.

A royal charter was granted in 1793, in favour of the Academy, on the petition of the Provost and Magistrates and many of the leading men in Inverness and the neighbouring counties, subscribers of £50 or upwards, towards the erection and maintenance of the school. By this charter the directors of the Academy were to consist of—(1.) the Provost, four bailies, and Dean of Guild of the burgh, the Sheriff-depute of the county, and the Moderator of the Presbytery of Inverness, all for the time being, together with five persons to be annually chosen by the Commissioners of Supply of the county; (2.) all subscribers to the Academy of £100 or of £50; the office to descend to the heirs-male of the first class, but to exist only during the natural life of the second class.

The duties of the directors, as laid down in the charter, were, to elect proper teachers, to fix the salaries to be paid to them, to dismiss any of them on proper grounds, to form regulations for both masters and students, and in general to regulate and govern the Academy in every respect. Seven of these directors were to form a quorum, and all questions were to be decided by ballot. The school was to be taught by a rector and four masters, whose duties were to be assigned to them by the directors. The management of the Academy continued to be regulated by this charter until 1840, when a code of bye-laws was drawn up, in accordance with which the office of rector was practically given up, the teachers were placed upon a footing of equality, and each master received his own fees. This arrangement was found not to answer, as the teacher of the popular branches got all the fees. In 1863, a new code of bye-laws came into operation, by which the directors reverted to the old state of things. The system of co-ordinate power was abolished, the rector was raised to the position of head master, on a fixed salary, the fees were collected by the secretary of the Academy, and the masters were paid by salary. In 1866 a new set of regulations were in force, entitled 'Consoli-'dated and amended rules, regulations, ordinances, and bye-laws for the 'government of the Inverness Academy.' By these bye-laws, the management of the school is in the hands of a standing committee, consisting of six of the directors and a chairman, nominated at the annual meeting of the directors. The office of rector is continued, and explicit rules are laid down for the regulation of his duties, and for those of the under masters.

Buildings.

The site of the school building is convenient, in so far that it is in a central position in the town; but it is too close upon the street, so that the noise from the street is apt to be distracting, particularly in the boys' department. This department is now taught in a building quite distinct from that of the girls. It is the old Academy restored and repaired, and not so convenient in design as if it had been of more modern construction. There were no complaints, however, upon this head. We were much struck with the fact that the rooms were very dirty and badly kept, and, at the time of our visit, very cold. The

[1] *New Statistical Account of Scotland.*

[2] We made several attempts to get information regarding the history of this school, but we could not persuade the Town-Clerk to take the trouble of supplying us with excerpts from the Town-Council records.

Inverness Academy.

buildings in which the girls are taught adjoin the boys' school, but are separate, and have no communication with each other. The buildings were new, having been opened only one year. They were very good in all respects, and particularly clean and well kept. In the boys' department there are commercial, mathematical, classical, English, drawing, and French class-rooms. In the girls' department, a writing room, a music master's room, and a music governess's room, a drawing and a French room. There is accommodation in the boys' department for 547 scholars, and in the girls' for 235. Adjoining the school there is a fair playground for the boys, about three-fourths of an imperial acre in extent, and fitted up with gymnastic apparatus. There is also a covered shed, under which they can play in wet weather.

Finance.

Bursaries.

There is a large fund, called the Mackintosh of Farr Fund, left to the Inverness Academy. By means of it 9 boys are educated, clothed, and boarded at an annual cost of £495. These bursaries are regulated by Act of Parliament, 'The Mackintosh of Farr Fund Act, 1862,' and under it power is given to establish three bursaries at a university of the value of £60 each. This power has not yet been exercised; when it is, the number of bursars at the school will be diminished. There is also a bursary of £4 per annum.

The income of the Academy appears to be about £1,500 per annum, of which the fees amount to £1,250. The town contributes, as its proportion to the old Grammar School, the sum of £81, 4s., and the balance is made up by the receipt of dividends on subscriptions invested in bank stock.

Salaries.

Salaries of Rector, Masters, and Teachers are as follows:—

Rector and Mathematical Master,	£250	0	0
Classical,	130	0	0
French,	120	0	0
Drawing,	100	0	0
English,	150	0	0
Assistant English,	60	0	0
Writing,	80	0	0
Music and German,	150	0	0
Lady Superintendent,	120	0	0
Music Governess,	60	0	0
Needlework Mistress,	30	0	0
	£1,250	0	0

Fees in the Boys' Department. (*a*) For the Course.

The fees in both the boys and girls' departments are paid either according to the course, or according to selected classes. The course for the boys is divided into five years, and consists of initiatory, preparatory, junior, senior, and advanced divisions. The fee in the initiatory division is 7s. 6d. per quarter; in the preparatory, 12s. 6d. or £1, 1s.; in the junior, £1, 11s. 6d.; in the senior, £2, 2s.; and in the advanced, £2, 12s. 6d. The preparatory course in the boys' department comprises English reading, spelling, grammar, geography, drill, and religious knowledge. The advanced course 'entitles the pupil to attendance in classes for history of English language and literature, English composition, ancient history, physical and political geography, theory of arithmetic, highest mathematics, use of the globes, astronomy, elocution, highest classics, French, with conversation, German, chemistry, or natural philosophy, drawing and painting, drill, and religious knowledge.'

When three of a family attend, a deduction of one-sixth, and when four, of one-fifth, is made from the aggregate of class fees. No extra charges are made to pupils attending by the course.

(*b*) For selected Classes.

The fees for selected classes in the *boys'* department are as follows:—

1. English reading,	£0	7	6	per quarter.
With grammar, history, and geography,	0	10	6	,,
With analysis and composition,	0	12	6	,,
2. Writing,	0	5	0	,,
3. Arithmetic,	0	7	6	,,
4. Book-keeping,	0	10	6	,,

Inverness Academy.

5. Classics—Junior,	£0	10	6	per quarter.
Senior,	0	12	6	„
Highest,	0	15	0	„
6. Mathematics—Junior,	0	10	6	„
Senior,	0	15	0	„
Theory of arithmetic when taken with mathematics,	0	5	0	„
7. French—Junior,	0	10	6	„
Senior,	0	12	6	„
With conversation,	0	15	0	„
8. German—Junior,	0	10	0	„
Senior,	0	12	6	„
With conversation,	0	15	0	„
9. Drawing—Junior,	0	10	6	„
Senior,	0	12	6	„
With painting,	0	15	0	„
10. Chemistry or natural philosophy,	0	10	6	„
11. Drill,	0	2	6	„
12. Vocal music,	0	2	6	„
13. Janitor, coal money, etc.,	0	1	6	„

Fees in the Girls' Department.

In the *girls'* department, the course of instruction is divided into five periods, as in the boys' department, the course and scale of fees is as follows :—

(*a*) For the Course.

The course of instruction, with the exception of music, for which a separate charge is made, is arranged progressively in four general divisions, as follows :—*Preparatory Course.*—Junior—English reading, spelling, grammar, geography, calisthenics, needle-work, and religious knowledge, 12s. 6d. per quarter. Senior—English grammar and derivation, reading, spelling, dictation, elementary composition, history, geography, elementary science, writing, arithmetic, calisthenics, needle-work, and religious knowledge, £1, 1s. per quarter. *Junior Course.*—English grammar, composition, etymology, dictation, history, geography, elocution, French (one hour daily), writing, arithmetic, calisthenics, needle-work, and religious knowledge, £1, 11s. 6d. per quarter. *Senior Course.*—English literature, grammar, and composition, modern history, physical and political geography, elocution, senior French (one hour daily), writing, arithmetic, drawing, calisthenics, needle-work, and religious knowledge, £2, 2s. per quarter. *Advanced Course.*—History of the English language and literature, English composition, ancient history, physical and political geography, use of the globes, astronomy, elocution, French (with conversation), German or Italian, writing, book-keeping, arithmetic, drawing, painting, calisthenics, needle-work, and religious knowledge, £2, 12s. 6d. per quarter. *Lessons on Pianoforte.*—Juniors, £1, 1s. per quarter. Advanced (two lessons weekly from master), £1, 11s. 6d. per quarter to pupils of the institution ; £2, 12s. 6d. per quarter to others—the ordinary or regular pupils of the institution being first accommodated. *Lessons in English or Italian Singing.*—Class singing for those attending the course, 5s. per quarter. By single lessons do. do., £1, 11s. 6d. per quarter. No extra charges to those attending by the course.

(*b*) For Selected Classes.

Pupils whose parents prefer their prosecuting a limited number of branches at one time, or who, from the state of their health, are unable to undertake a full course of study, may be entered for a selection of two classes on payment of a separate fee. No pupil can be enrolled for one class.

English, writing, and arithmetic,	£1	1	0	per quarter.
English and French,	1	7	6	„
English and German,	1	7	6	„
English and drawing,	1	7	6	„
English and painting,	1	10	0	„
French, drawing, and painting,	1	12	6	„
Janitor, coal-money, etc.,	0	1	6	„

Inverness Academy.

Cost of education.

The cost of education, therefore, in the Inverness Academy is—
(*a*) *Boys'* department, for the course—

Preparatory,	£2	10	0	per annum.
Junior,	6	6	0	„
Senior,	8	8	0	„
Advanced,	10	10	0	„

(*b*) Boys' Department—Selected classes.

(1.) Selected classes similar to the preparatory course—Reading, grammar, and geography, £2, 2s.; drill, 10s.; janitor, coal-money, etc., 6s., or £2, 18.

(2.) Selected classes similar to the junior course would include the above, and, in addition, writing, arithmetic, and junior classics, amounting, in all, to £7, 10s. per annum.

(3.) Selected classes similar to the senior would include English, senior classics, junior French, junior mathematics, junior drawing, drill, and janitor's expenses, or £12, 2s. per annum.

(4.) Selected classes similar to the advanced course would cost £21, 8s. per annum.

In the *girls'* department, the charges are much in the same proportion, the charge for the preparatory course being £2, 10s. per annum, and for the advanced course, £10, 10s. Music is considered an extra branch, and is charged at the rate of £4, 4s. for juniors for the piano, and £6, 4s. for seniors. Singing is charged £1 per annum for those who take the course, and £6, 6s. for single lessons. The expense of the selected classes being so much larger in proportion to that of the course, it is not surprising to find that only 7 boys and 17 girls do not take the course.

The cost of education, therefore, to the parent at Inverness, cannot be considered very economical, neither is it excessive. It is higher than the average cost in the ordinary burgh schools, and rather lower than that at such a school as the Edinburgh Academy or High School.

Teachers.

The staff of teachers consists of—(1.) The Rector, who is a graduate of Edinburgh University, taught at Merchiston, and at the Edinburgh High School prior to his appointment. He was appointed in 1851 to the situation of mathematical teacher, and was made rector in 1866, on the resignation of the former rector. His department is the mathematical, but he exercises a supervision over the whole school. (2.) The classical master is a graduate of Aberdeen University, and teaches classics alone. (3.) The French master is Bachelor in Letters, Paris. (4.) Drawing. (5.) English master. He was appointed in 1866, on the resignation of the former English master; was educated at Hutton Hall Academy, was a prizeman at Glasgow University, though he did not graduate; attended the Glasgow Normal School, and was first on the list for Scotland in 1864. The English department is under his care, assisted by an under master, who is also a Normal-school trained student. Besides these, there is a writing master, and a German master who teaches music and German. All these teachers, except the classical, teach in the girls' department as well as in the boys. The teachers who have the girls' department specially under their charge, are—(1.) The lady superintendent, who was at the Scottish Institution at Edinburgh for six years, and had had considerable experience in private tuition before her appointment. (2.) A music governess; and (3.) a teacher of needle-work.

The staff in the Academy is quite strong enough for the numbers, which amount to 215 in all. And when they have worked together for some time there is every reason to suppose that they will prove sufficient. When we visited the Academy they were, comparatively speaking, new to the work. Within the year the rector, the English master, and the writing master, who also teaches arithmetic to the girls, had all been changed. From the information which we got, it appears that the former rector and the under masters had not got on very well together; and, by all accounts, the school in the beginning of 1866 was in an inefficient state.

In 1867, under the new rector, the relations between him and the under

masters were perfectly harmonious, and all the masters seemed to be in earnest about their work. But, owing to the recent changes, the work of the Academy was perhaps not quite so high as the teachers hoped to produce. Inverness Academy.

There are two points relating to the teachers in this school which are somewhat peculiar: (1.) They are paid by salaries, and each man is not fighting for his own fees. This appears to conduce to harmonious working, and in this case did not conduce to inactivity, so far as we could judge. (2.) The teachers did not subscribe to the Burgh and Parochial Teachers' Widows' Fund, and did not know whether they were burgh school teachers or not. The elements necessary for admission into that fund, are—(1.) The presence of some members of the Town Council or Magistrates upon the board of management; (2.) The payment toward salary of at least £6 per annum out of the burgh funds. The first element is present here, but it is said that the second is not. The Town Council contribute £81, 4s. to the school, but it is said that this sum goes to 'general school purposes,' and not to salaries, and consequently the teachers are not entitled to pay to the Widows' Fund, nor are they burgh school teachers, nor is their tenure *ad vitam aut culpam*. We are by no means satisfied that this judgment is correct.

Scholars.

In answer to the question, 'Can you state generally the professions or occupations of the parents of the boys attending the school,' the rector replies, 'We have no children of landed proprietors, and very few, if any, of working men, but we have them from the grades between these classes, *e.g.*, bankers, solicitors, clergymen, merchants, etc.' Inverness is well supplied with schools for the humbler classes, as there is a High School, and one of Dr. Bell's Madras schools, and most of the wealthier classes in the county of Inverness send their sons to Edinburgh or to England for their education.

The average age at which they come to the Academy is about eight or nine. Very young scholars do not come in any numbers. The average age at which they leave is fourteen or fifteen. So that six years may be considered about the period occupied by a complete course. When we visited the school, there were 8 pupils in all in the boys' department who had completed the full course. Very few go to any university. During the last five years, the rector says that 8 have gone; but the majority enter bankers' and solicitors' offices, or take to mercantile life.

Organization of School.

The features worthy of notice in regard to the organization or arrangement of the school are—

(1.) The plan by which the boys and girls are taught in two totally distinct schools, but by the same teachers. This system seemed to us to meet what was wanted in a burgh school much more completely than any system arrived at in any other school. The total separation of the sexes is most desirable, and it is not effected by teaching the boys one hour and the girls another hour in the same class-room. At Inverness they never meet. The girls have their own class-rooms, under the supervision of the lady superintendent; but they have the advantage of being taught by qualified masters, and in the same system as the boys. This feature is well worthy of notice. It would be most desirable that, when possible, it should be universal. The tone both in the boys and girls' school struck us as being decidedly higher than what it is in many, indeed in most, of the schools which we visited.

(2.) The combination of a prescribed course, with the selection of classes, to which allusion has already been made.

(3.) The fact, that the teachers are on paid salaries, and under a rector. In reference to this, the rector considered that the system by which the master did not exercise co-ordinate power, was decidedly the best for the interests of education. The objection to it was, that if the rector was inefficient, the funds of the school might suffer, and so the masters, good and bad alike, be punished; whereas, when each teacher was dependent on his own fees, his inefficiency hurt himself alone. We have discussed this question elsewhere.

Inverness Academy.

EXAMINATIONS.

The numbers in the school are—

On Roll.		*Attendance.*	
Boys,	113	Boys,	98
Girls,	102	Girls,	99
	215		197

BOYS' SCHOOL.

Mathematical Department.

Mathematical Department.—The rector teaches the boys arithmetic and mathematics. The former is divided into eight classes, with 102 scholars, the latter into three, with 37.

We were present while he taught a division in arithmetic. There were 23 present, and they were engaged upon the compound rules. The system by which they were taught appeared a good one. The sums were written upon the board, then done by the boys on their slates, and afterwards on the board. Then the slates are examined, and the boys take places. The class seemed very much interested in the work, and excited about their places.

Of the seniors, 13 did a paper in algebra, and 2 did a paper in the first Six Books of Euclid. Both these papers were well done. The average age of those who did the algebra paper was 14½, the marks 64, out of 200. The youngest boy in this class had passed the Junior Local Examination in 1865. He did a fair paper. Of the two who did the Euclid paper, one, a boy of fourteen, who had passed the junior examination in 1865, got 180 out of 200. He did remarkably well. The other got 85, and did fairly. It was apparent to us that this department was well taught and well conducted.

Classical Department.

Classical Department.—In this department there are 70 boys in Latin, of whom 23 are also in Greek, divided into five Latin and three Greek classes. In the third *Latin* class, there were 9 present, in their third year, one hour a day. They were reading the Second Book of Cæsar, but we cannot report very favourably of their work. The translation was not very strong, and the answers given to questions were vague and unsteady, and given without thinking.

In the highest Latin there were 3 present. They were reading Horace, and were examined on the second and third books of the *Odes*, and four first *Odes* of the fourth. The lesson of the day was the fourth *Ode* of the fourth book. They translated fluently, and not inaccurately, and their knowledge of the metres was creditable. They translated and answered questions in three *Odes* of the second book for us, and one of the third, which they had not read before, and did the work very satisfactorily. There seemed to be a slight want of confidence in their knowledge, as there was in the junior class. Two of the three had been educated at a country school in the west of Ross-shire.

Latin Prose.—Five did a piece of Latin prose, but they were not very successful in this. One who had passed the senior local examination did a fair exercise, the rest were poor ; and one who had passed the junior local examination sent up a paper full of strange unintelligible blunders. He was only thirteen years of age, while some of the others were sixteen and seventeen.

Six of the boys in *Greek* did a paper in Xenophon, while we were examining another class. They translated a short passage from one of the earlier chapters, and wrote out some answers to grammatical questions. These papers were, on the whole, fair for boys who had been only one year in Greek. One of them, done by a boy of fourteen, was done in very good style, and with accuracy and vigour.

English Department.

English Department.—This department is divided into four classes, containing 106 boys, and taught by a very painstaking and energetic teacher, who is deeply interested both in his work and in the result of it upon the class. He was not in good health at the time of our visit, and we consequently saw very little of his teaching.

Papers were done by the highest English class in the boys' school, and by 22 girls in their school. The paper which was given in the Edinburgh Academy and High School, and in the Aberdeen Grammar School, was set here, and the piece for dictation was the same as that given at Aberdeen. There was also a second piece given for analysis out of one of their lesson books. The boys in this school were very much younger than those at any of the other schools mentioned, the average age being fourteen and a half, and this paper was too difficult for them. The work was, however, on the whole, not unsatisfactory ; very much better than it was in Aberdeen. The following table shows exactly the result of it :— Inverness Academy.

English Paper—Maximum 150.

Question 1 = 20 ; 2 = 30 ; 3 = 100.

No.	*Age*	*Years.*	*Former School.*	*Father's Profession.*	*Mistakes in Dictation.*	*Marks.*	Observations.
1	15	9	None.	Merchant.	0	25	Attempted the essay, and analysed a few lines of the poetry.
2	14	2½	Culish F. C.	..	2	5	Did not attempt essay and derivations. Did not understand parsing. Does not understand analysis.
3	15	5	High School.	..	5	20	Essay meagre. Derivations, poor. Analysis and parsing very scrimp. Second analysis good.
4	17	0½	Lochalsh F. C.	Farmer.	2	18	Essay not attempted. Parsing and derivations not done. Analysis not quite correct. Words from Latin good.
*5	13	5	None.	Merchant.	1	50	Essay fair, 30. Analysis good, 10. No derivations ; words derived from Latin good.
6	14	5	None.	Banker.	3	50	Essay good, so far as it goes, 45. Analysis wrong. Nothing else.
7	15	6	None.	..	0	30	Essay, 20. Analysis, 10. Nothing else attempted.
8	16	0¾	F. C.	Farmer.	1	15	No essay. Analysis not quite correct. Derivations poor.
**9	15	3	F. C.	..	0	30	No essay. Derivations fair. Analysis good.
10	13	2	Conon F. C.	Excise Officer.	2	15	No essay. Analysis fair. Not quite correct.
*11	14	3	None.	Solicitor.	0	80	Essay short, but good. Analysis and parsing very good. Derivations fair, 10. Did not give words derived from Latin. Paper very neatly done.

Those marked with a single asterisk passed the junior local examination, those marked with a double the senior.

Average age about 14½. Marks about 31. Total mistakes in dictation 16 ; average $1\frac{5}{11}$, against 48 in Aberdeen with an average of 4 to each writer of an average age of fifteen. Modern Language Department.

Analysis seems the strong point in the school. Most of them spent a good deal of time upon this ; but as the piece was not punctuated in the paper, and was difficult to understand, this was hardly a fair test of analysis. They did a piece from their book afterwards which was well done. On Morell's system.

If more had done the essay the marks would have been higher. They were very willing, and anxious to do well.

French.—In the two schools (boys and girls) there are 37 boys and 97 girls. The point of interest in this burgh is that the boys are divided into three, and the girls into four classes. There are 29 boys in the first, 5 in the second, and 3 in the third class, whereas there are 8 girls in the first, 20 in the second, 25 in the third, and 16 in the fourth class, showing that the subject is much better attended to by the girls than by the boys.

The junior boys' class was reading *Télémaque*, Book VII. The teacher selected the passage, but their translation was very weak, and their answers unsteady. 'They go ahead,' as the teacher said, 'without thinking what they 'are doing or saying.' They appeared, however, to be well drilled in grammar. In the senior class there were only two present. They were reading *Paul et*

Inverness Academy.

Virginie. We selected a piece for translation, but it was too difficult for them. Another rather easier piece was selected, and they did it fairly. As contrasted with the French papers done by the girls, the boys appear to great disadvantage.

Drawing.—There are 48 boys learning this in all shapes.

Music.—Five learn the piano.

Girls' School.

French Department.—In this there are 69. Ten girls in two divisions did paper work, with the following result :—

First Division. *Maximum* 230.						
No.	*Age.*	*Years at School.*	*Years in French.*	*Marks. Max.* 230		*Remarks.*
1	17	$1\frac{3}{4}$	$2\frac{3}{4}$	168	av. 130	Translation good.
**	17	6	3	165		Do. rather inaccurate, otherwise good.
**3	17	6	3	124		Grammatical questions and dictation very well done. Translations inaccurate.
*4	15	8	3	124		Do. do.
*5	15	4	3	110		Do. do. If translations had been good, marks would have been high.
6	15	$0\frac{3}{4}$	2	85		Translation fair.
Second Division. *Maximum* 200.						
1	15	2	4	85	av. 75	Translation fair, but after four years in French might have been better.
2	14	1	1	84		Grammar fairly done.
3	15	3	3	80		
4	15	4	...	52		Moderate.

The first division papers are remarkably good. Taken altogether, they are the best that we have had, but the paper of questions was not so difficult as that set at the Perth or Edinburgh academies.

English.

Girls' School—English.—Number 86, of whom 22 girls did English papers, their ages ranging from twelve to seventeen. Of these, six did a paper in history, nine in geography, and seven in literature. The general average was 52 out of 150. The average for literature was 61, for history 50, and for geography 46. The best paper was one in literature, the second best one in geography. On the whole, these papers indicate that a good deal is learned in the way of an English education, more especially in literature. But they also show that the more elementary subject of spelling has not been quite so carefully taught as it should have been. Two of the papers in literature done by girls of fifteen years of age, who had been four or five years respectively at school, and one of whom had passed the junior local examination, contained several bad misspellings.

Arithmetic.

Arithmetic.—Eighty girls are returned as in arithmetic. We regret to say that we have a very bad account to give of this department.

Twelve of the most advanced attempted the usual paper in arithmetic, but, as the following result shows, it was very badly done :—

Arithmetic Paper (Girl's).—Maximum, 200.

Inverness Academy.

No.	*Age Av.* 14½.	*Years at School.*	*Years in Arith.*	*Marks.*		Remarks.
1	16	1	1	20		Addition wrong, proportion wrong.
**2	17	6	4	40		Passed senior examination in 1865; did correctly sums 1, 5, 6, *A.* and *B.* } Copied.
3	15	5	4	40		Did same sums, and made same mistakes as No. 2. } Copied.
4	14	1	1	15		Addition right, proportion wrong, practice right in method, wrong in working.
5	15	2	2	5	Av. 16	Addition nearly right; two other sums attempted, but quite wrong. } Copied.
6	13	5	3	5		Same as No. 5.
7	15	5	0	10		Addition nearly right, fractions nearly right.
8	15	5	5	0		Three sums attempted, all wrong.
9	12	0½	0½	15		Addition nearly right; division copied, nearly right.
10	17	5	5	25		Addition nearly right; sum 10 nearly right.
11	14	0½	5	10		Two sums nearly right.
**12	11	4	3	5		Addition nearly right.

These papers are very much the worst we have had. Only two papers showed that the scholars had learned any arithmetic at all, and the authors of them had clearly copied from each other.

It is obvious that these girls must have been very badly taught. A new arithmetic teacher had been appointed shortly before our visit. The paper was the same as we had set in nearly all the schools visited.

The teacher explained that only three hours a week are given to arithmetic, and these are interrupted by girls going in and out to music-lessons. It is thus very difficult to keep up a class, and the teaching has to be confined to one or two, instead of the whole class.

There are 9 scholars, all girls, in *German*, but we had no time to examine them.

There are 55 girls learning *Drawing* in all shapes, from first faint outline to water-colour drawing. In *Music*, 79 girls are taught to play the piano, and 17 girls—13 in a class, and 4 taking individual lessons—learn singing.

Remarks.

We have dwelt at great length on the examination of this school, because more work was done by the scholars here than at any other visited, and there appeared to be more willingness and desire to do work than was generally manifested. But more particularly, because it is very clear that the school has greatly improved during the last year under the change of rector and masters, and both masters and scholars appear desirous of doing their best. With the exception of the girls' arithmetic, the whole work of the school is creditable, and the tone throughout appears to be very good. Under the present *régime* there is every reason to suppose that the Academy will return to the good position from which it is said to have fallen under the management of the late rector. [S.]

Kirkwall Grammar School.

History.

LII.—KIRKWALL GRAMMAR SCHOOL.

The grammar school of Kirkwall[1] was originally one of a class of schools which were established in cathedral towns on the revival of learning, for the teaching of the branches of education which were then common. The exact date of its foundation cannot now be determined. It is, however, certain that it existed before the close of the fifteenth century. The first charter granted to the town of Kirkwall in 1486—shortly after the impignoration of the islands to Scotland—has reference to it; and in bestowing the bishopric lands on the corporation, conditions that they shall be applied for the maintenance conjunctly of the church and school. But it was not till sixty years later that any separate provision was made or definite constitution assigned it. Bishop Reid, on entering upon the duties of the see, granted a charter, 28th October 1554, for the foundation and erection of certain offices in the cathedral church of Orkney, and included among these the grammar school. It is there ordained that the master shall be a master of arts and an accomplished grammarian (*magister artium et peritus grammaticus*); and that prior to induction, he prove his qualifications before the provost, arch-dean, chancellor, and sub-dean, or any three of them. The appointment was to be incompatible with the holding of another benefice; and along with the master of the singing school, he was to teach 'gratis' all the boys of the choir and the poor who chose to attend. The prebendary of St. Peter was set apart as an endowment for the grammar school, while that of St. Augustine was bestowed on the master of music. Mackenzie, in his Life of the bishop (Edinburgh, 1722), further mentions that he erected a large court of buildings for the use of the two schools, and that the youth of Orkney and the adjacent isles were here instructed in grammar, philosophy, and mathematics.

The Reformation came soon after. But the destruction and seizure of property with which the change of religion was attended elsewhere were not witnessed to the same extent in Orkney. The cathedral was preserved entire. The episcopal form of government was continued, with short periods of intermission down to the final establishment of Presbyterianism. The fortunes of the school rose and fell with the fortunes of the bishop. The endowments seem to have been withheld for a short time about 1627. Again, about 1640, the necessities of the King, to whom the revenues reverted on the downfall of Episcopacy, led him to make a grant of the entire bishopric rents to the city of Edinburgh in return for some pecuniary assistance received. In 1662 they were again freely surrendered to his Majesty by the magistrates of the said city, and in compensation an Act was passed granting an impost of certain duties upon every pint of wine sold within the bounds of their jurisdiction, and some of the surrounding villages. The school funds were replaced, and seem to have been regularly paid to the schoolmasters till after the Revolution. When the Presbyterian form of worship was finally established in Scotland, and provision was made for the clergy directly from the lands of their respective parishes, along with the other revenues of the bishopric, they lapsed again to the Crown, in whose hands they have remained ever since.

It is of importance to ascertain the full extent of these endowments. From a paper in the hands of Mr. George Petrie, county clerk of Orkney, entitled 'The Rental of the Lands and others belonging to the Prebendary of St. Peter 'or Grammar School of Kirkwall, given in to the Commissioners for Adminis-'tration of Justice in Scotland upon the tenth day of September 1652,' we can do this exactly. From this paper, as well as from other sources, we learn that the endowments consisted of the parsonage-teinds of the island of Wyre, and the rents of lands in the parishes of Evie, Rendall, and Rousay, together with a fixed contribution from the Fair Isle. The total income derived from all these sources at the date mentioned amounted to 37 meils malt, 10 meils flesh, 3½ barrels butter, and £19, 6s. 8d. in money, which, at the conversion prices in use at the time, would represent a sum of £222, 13s. 4d. Scots. In 1653 the rental of the parish of St. Ola is set down at £1687 Scots; last year it amounted to £3380 sterling. In Bishop Graham's tax-roll, made out in the

[1] We have to thank Mr. Watson, the head-master of the grammar school, for this account of the history of the school.

year 1617, the feuars and rentallers of the 72-penny land of half the parish (which formed part of the bishopric) are set down at £36, while the 12-penny land of the prebendary of St. Peter is assessed at £6. We may conclude, then, that at that time the lands and teinds belonging to the grammar school were considered to be in value one-twelfth of the whole parish of St. Ola, which would give their present worth at somewhere about £280 yearly. Kirkwall Grammar School.

Not one farthing of this money is now available for the support of the school. The last fragment of Bishop Reid's foundation, consisting of the price of twelve meils of malt, payable out of the Island of Wyre, and realizing the paltry sum of £10, was, by a decree of the Teind Court, of date 24th November 1819, alienated from the purpose to which it had been applied for about 300 years, and allocated as part of the stipend of the minister of Rousay. The Commissioners for the Crown, although they have on various occasions recognised the equity of the school's claim to assistance from the bishopric funds, have never done anything to carry their views into effect, and now that the lands dedicated of old for its maintenance have all been sold, it is not likely that anything ever will be done for it specially. And yet, if a rich city like Edinburgh could, to relieve itself of the gravamen of the annuity tax, advance, with any show of justice, a claim for the revenues of the Bishopric of Orkney, founded upon a mere temporary grant, and in renouncing which they received an equivalent from Parliament, surely a poor county like this might, under any movement for the promotion of education in burghs, prefer a still stronger claim for a part at least of the old school endowments, which were wrested from it without any compensation whatever, and which were actually in its possession for about forty years after they were surrendered by the Scottish capital.

Of the three mortifications which the school now possesses, there is one more than 200 years old, while the other two are of comparatively recent date. The first was the result of a subscription of 2000 merks made within the county of Orkney, at a time when the old endowments were in the possession of the city of Edinburgh. In 1649 this sum was lent to the Earl of Morton, who, by a wadset over the lands of Isbister in Rendall, became bound to deliver to the schoolmaster at Kirkwall thirty meils malt yearly, and by his successor, Lord Zetland, their value according to the fiars' prices is still paid. The other two are bequests of £500 by the late John Balfour, Esq. of Trenabie, and of £300 by the late James Urquhart, Esq., of Mile-End Road, London. The former was granted in 1819 during the lifetime of the donor, who nominated as trustees himself, and on his death his successors in the Trenabie estate, the Sheriff of Orkney, and the first Minister of Kirkwall. The other was recovered from Chancery a few years ago, and, by an order of the Master of the Rolls, committed to the care of the Town Council of Kirkwall as patrons of the school.

The patronage of the office has been exercised at various times by the Bishop, the Crown, and the Earl of Orkney; but for the last 200 years by the Provost, Magistrates, and Town Council of the burgh. About 1740, they erected two public schools at their own expense,—an English school for the teaching of English, writing, arithmetic, navigation, and bookkeeping, in addition to the grammar school, which seems still to have been confined to the teaching of classics, and granted the master of the former a salary of £5 from their funds. But this school no longer exists. It seems to have been dropped about the beginning of the present century; and the master of the grammar school, with the help of an assistant, has ever since been required to undertake the work of both departments.

The present buildings were erected in 1820 at a cost of about £300, on a site granted by Samuel Laing, Esq., of Papdale, then Provost of Kirkwall. It was the intention of the Magistrates and Town Council of the time to include within the buildings a schoolroom, a house for the master, a room for a library and records, and a hall for public purposes. A site was fixed upon within the shadow of the cathedral; funds to the amount of £550 had been received towards the object, and some progress had actually been made in the works, when the ground on which they were being erected was proved to belong not to the town, but to the Crown. More than £200 of the funds was then lost, and the building, when carried out on the new site, dwarfed to the extent of a single schoolroom.

Kirkwall Grammar School.

Subsequently the two fields to the east of the churchyard were granted by the Commissioners, the one to be applied as a playground for the boys, and the other as a garden for the teacher, with power to build a house on it. After a short time this ground also was revoked, on the plea that the ground was not used for the purposes intended, and compensation even refused to the schoolmaster for the sum of £20 which he had expended in levelling and fencing; the fields were sold to the promoters of church extension in Kirkwall, and the purchase price was handed to them as a donation towards the building of a chapel. This chapel, in consequence of the event of 1843, was found to be superfluous, the building was a few years ago pulled down, the materials sold, and the fields are now let at an almost nominal rent by the kirk-session or presbytery.

Finance.

The income of the school is as follows :—

1. Interest of £500 from the trustees of Balfour's mortification, in terms of which eight boys are taught,	£20	0	0
2. Interest of £254, being sum recovered from Chancery of the bequest of the late Mr. Urquhart of London, and paid over to the Town Council as patrons,	10	3	2
3. 30 meils malt, about 37 bolls of 140 lbs. at fiars prices, crop 1865, less Excise duty,	24	0	0
	£54	3	2
4. Parliamentary grants,	36	15	0
5. Grant from the trustees of Stewart's fund for charitable educational purposes, in payment of the fees of about 12 scholars,	10	0	0
6. Voluntary subscription and other taxes,	4	5	0
7. Fees, about	60	0	0
	£165	3	2

Out of this sum an assistant is boarded and lodged. His salary is £25, part of which is included in the Parliamentary grant specified above.

Fees.

The scale of fees is as follows :—Reading and writing, 2s. 6d., or with arithmetic 3s.; with geography, 3s. 6d.; grammar, 4s.; Latin, 5s.; French or history, 6s.; mathematics, 7s. 6d.; all these subjects with Greek, 10s. 6d. The average cost per scholar is 18s. per quarter, or £3, 12s. per annum.

Teachers.

The teachers are two,—the rector, who is a graduate in arts, and holds a certificate, and an assistant, who also holds a certificate.

Scholars.

The scholars come from all parts of Orkney, but the majority are resident in the town, and come from various distances not exceeding two miles. The classes are more mixed than in many burgh schools, parents of all occupations, from common labourers to bankers, physicians, and clergy being represented. Not above four or five have gone to any university from this school within the last five years, but within that time two have passed M.A. degree at the University of Edinburgh; one, after gaining an open bursary of £14 at the University of Aberdeen, was prizeman in classics, and first in one of the sections of the moral philosophy class. One was first in a competition in Edinburgh for a clerkship in the Inland Revenue Office, and a supernumerary surveyorship of taxes. One was first in a competition in London for a clerkship in the General Post Office. Two have also passed the examinations required for situations in the Excise, and been admitted as officers.

Organization.

The numbers are—

On Roll.	*In Attendance.*
Boys, 72	Boys, 68
Girls, 21	Girls, 21
93	89

Of these, 9 are under eight and 3 are above sixteen years of age.

The school is divided into six classes for reading and writing; two for

grammar and composition; three for geography; six for arithmetic; four for Latin; two for French; one for Greek; one for Algebra and Euclid, and one for drawing. This constitutes a very wide range of subjects for one master and an assistant to teach. The school is under Government inspection. The last report of Her Majesty's Inspector is subjoined. Kirkwall Grammar School.

'This school continues to be numerously attended, and very successfully taught. While the lower branches are well attended to, the higher ones,—Latin, Greek, and mathematics, maintain a most satisfactory efficiency. Some good specimens of drawing were shown. Very good grammar and geography. . . . Altogether this school is at least as efficient as I have ever before seen it.'

[S.]

Glasgow High School.

LIII.—GLASGOW HIGH SCHOOL.

History, Constitution, and Management.

There was a grammar school in Glasgow at an early period of the fourteenth century, dependent on the Cathedral Church, and subject to the jurisdiction of the chancellor of the diocese, who appointed the masters and had a general superintendence over education in the city. The statutes of the Cathedral Church, which were confirmed in the fourteenth century, contain a declaration to this effect, and a case that occurred in 1494 shows the manner in which the power was exercised.[1] In that year Mr. Martin Wan, chancellor of the metropolitan church of Glasgow, brought a complaint before the bishop against Mr. Dwne, a priest of the diocese, for teaching scholars in grammar and children in the elementary branches without his sanction or authority. He pleaded that, by immemorial usage and by statute he had the power of appointing and deposing the master of the Grammar School, and of licensing or prohibiting all teachers of youth in Glasgow. His claim was allowed by the bishop, and Dwne prohibited from teaching without a license specially obtained from the chancellor.

In the sixteenth century the position of master seems to have been one of considerable importance, and among the persons nominated to elect the rector of the University and to examine the graduates, the names of successive teachers in the school occur four times between 1523 and 1555. In 1575, when Melville came to Glasgow as Principal of the University, Thomas Jack, a scholar of some note, was head-master. On the recommendation of Buchanan and Melville, he published a book, entitled *Onomasticon Poeticum*, containing an explanation of the proper names which occur in the ancient poets, and written in Latin verse. In the year 1592, and again in 1594, the master of the Grammar School, Mr. John Blackburn, was Rector of the University. He was subsequently appointed minister of the Barony parish.

The connexion of the school with the Established Church continued after the Reformation, although in a very modified form. The patronage since that period has been exercised by the Town Council; but we find the presbytery more or less mixed up with its affairs for many years. At the end of the sixteenth century the rector of the school was *ex officio* a member of the presbytery.[2] In 1595, the presbytery requested the regents of the College to try the Irish scholars in the Grammar School on the heads of religion. A few years later the scholars were ordered to attend Divine service in the High Church. Again, in 1615, the magistrates specially requested the aid of the presbytery in looking out for a successor to Mr. John Blackburn, and in 1685 they desired the ministers of the city and the regents of the College to examine and report on the condition of the school.

For a century after the last-mentioned date, the course of education was one of four years, conducted by a rector and three masters. The rector had a superintendence over the whole school, and taught the highest class. But in 1782 important changes were made in the organization and internal management of the school. A committee of the Town Council, with the advice of several of the ministers and professors, drew up the following resolutions, which illustrate a number of points connected with its affairs:—

'1. That the office of rector should be abolished, and that the business 'should be conducted by four masters, with equal rank, authority, and 'salaries, each of whom should in his turn begin a rudiment class on the '10th of October, and carry it forward for four years.

'2. That the master of the oldest class for the time being should preside in 'the common hall, and have the casting voice in all questions affecting the 'discipline and good order of the school.

'3. That a committee of Council should be appointed annually to superin- 'tend the concerns of the school, and to visit it along with persons of 'learning once every month.

[1] M'Crie's *Life of Melville*. Note U U.
[2] Cleland's *Annals of Glasgow*, vol. ii. p. 156.

Glasgow High School.

'4. That as the school-house in the Greyfriars Wynd has neither air nor 'good light, and had no place connected with it for the innocent diversion of 'the boys, a new school-house should be erected, in a convenient situation, 'with the necessary requisites.

'5. That the fees should be raised from 4s. to 5s. a quarter; that the 'Candlemas offering should be continued, but that the words "vivat," '"floreat," "gloriat," and the custom of cheering the boys according to the 'extent of their offerings, should be given up.

'6. That the masters should wear gowns in their classes.

'7. That all the classes should meet together in the common hall for 'prayers every morning.

'8. That each boy should pay sixpence a quarter for coal.

'9. That the hours of attendance should be in winter from 9 till 11 and 'from 12 till 2 o'clock; in summer from 7 till 9, from 10 till 12, and from '1 till 3.

'10. That the vacation should be four weeks, beginning on the 1st of July; 'and that the play-days allowed throughout the year should be at the time 'of the spring and winter sacraments, from Wednesday afternoon till Tues-'day morning, Christmas day, New-Year's day, last Friday of January, 'Candlemas day, first day of May, King's birth-day, deacons' choosing, and 'two or three days after the annual examination, as the Lord Provost might 'direct.'

The salaries of the masters at that time were £25 each, and every fourth year a donation of £5 was made to the masters of the three junior classes, and of £10 to the master who had charge of the highest division.

The constitution thus given to the school lasted in the main without change, except in the rate of fees, which were gradually advanced to 10s. 6d. a quarter, till 1815, when the course of education was extended to five years, and a rector's class was established, where, besides the Latin language, the elements of Greek should be taught. From this it is clear that whatever the practice in early times when learning received its great impetus, immediately before and after the Reformation, Greek was not taught in the Grammar School at the beginning of the present century. This may account for the fact that Glasgow University has always taught its students the elements of that language, scholars in the first class beginning with the alphabet. The number of masters by this arrangement was increased to five, but the rector was one more in name than in reality, as far at least as authority over his colleagues was concerned, all important matters affecting the discipline or order of the school being conducted by the masters as equals, aided by the advice of a committee, composed of members of the Town Council, four professors of the University, and four ministers of the city. It was the duty of the joint-committee to examine the school eight times a year. At these examinations, which took place without any notice being given to the masters, the position of each boy in his class was marked, and the prizes at the end of the year were decided by the result of the whole examinations. The salaries of the masters were then as follows:—The rector had £100, the master of the next oldest class £35, and the three others £25 each; in all, the Corporation in 1815 paid £210, besides the expenditure in prizes, repairs, etc.

Up till the year 1816, the school was exclusively a classical seminary; but in that year a teacher for writing and arithmetic was added. In 1834, English, French, and mathematics were introduced, and the school, which for more than 500 years had been known as the Grammar School, was styled the High School of Glasgow. At the same time the number of classical masters was reduced to two, and the salaries paid by the Town Council were assigned as follows:—£50 to each of the classical masters, £50 to the English master, and £50 to the French master. The office of rector had been abolished on the death of Dr. Chrystal in 1830.

The management is vested entirely in the Town Council, who regulate all the matters connected with fees, holidays, etc. The joint committee, composed partly of professors and ministers, has ceased for a considerable number of years to examine or report upon the school, or to take any part in its concerns.

Glasgow High School.

Buildings.

The present buildings were erected in 1782, when the school was transferred from Greyfriars' Wynd to its present position off George's Street, one of the leading thoroughfares in Glasgow. At the date of its erection, and for many years afterwards, this was one of the best and most central positions in the town, and the school was in a comparatively open and airy situation; but within the last twenty years it has been gradually blocked up by buildings to the front and between it and the main street, so that its only entrance now is by a narrow lane, flanked on one hand by a church, and on the other by a foundry and high dwelling-houses of a common description.

Passing through this lane you enter the yards or playground of the school, of very moderate dimensions, 84 yards long by 40 yards wide, with a small niche in addition, 33 yards long and 15 wide. The playground is laid with gravel, and is not adapted for football, cricket, or any such games. There are two covered sheds for wet weather, and it is proposed to add a gymnasium. The school buildings occupy one side of the yards, and are only moderately good. The rooms are scantily furnished with the necessary equipments, and are scarcely large enough for the classes that assemble in them. At the usual rate of so many square feet for each boy, there is accommodation for more than the numbers in attendance; but as we have frequently pointed out, this calculation is of little use in such schools as Glasgow, where there is no fixed curriculum, and where one department may be thronged while another is nearly empty.

It would be very difficult, however, if not impossible, for the authorities to find any more suitable locality than the present for the Grammar School. The city has greatly extended towards the west, and the wealthier classes have gone chiefly in that direction, but the site is still the best that could be found for the largest number of the community. A rival school, somewhat on the model of the Edinburgh Academy, and styled the Glasgow Academy, has been built in the West End of the city for the accommodation of those who dwell there.

Finance.

The finance of the school is rendered a simple question by the total absence of endowments or bursaries, and resolves itself into a consideration of the fees, the salaries, and the cost of education.

The fees are payable in advance on four 'quarter-days,' which are set apart for the purpose (and not as holidays), in order to prevent interruption of the ordinary business of the school. The fees are as follows:—

In the Classical Department, for the first four years, Latin, 2 hours, 15s.; Latin, with classical history and geography, 3 hours, 20s.; Latin and Greek, 3 hours, 20s.; 5th year's class, 15s.

In the Modern Language Department, French, 13s. 6d.; German, 15s.

In the English Department, the fee in the initiatory division is 15s. for 2 hours; in the junior division 10s. 6d. for 1 hour, and 15s. for 2 hours; in the senior division, 12s. 6d. for 1 hour, and 15s. for 2 hours.

In the Commercial and Mathematical Department, the fee for geography is 10s. 6d., for arithmetic, 1 hour, 10s. 6d., 2 hours, 12s. 6d., and for mathematics, 15s.

In the Writing Department, the fee for writing, 1 hour, is 7s. 6d., 2 hours, 10s. 6d.; for book-keeping, 21s. for a course of 6 months.

In the Drawing Department, the fee for the initiatory class is 10s. 6d.; for the junior class, 15s.; and for the senior, 21s.; and for 2 hours, one-half additional in each case.

There is an annual charge of 2s. 6d. for every boy in the school, as matriculation fee, which is paid to the janitor.

The salaries paid by the Town Council, according to the official statement for the year ending 30th September 1866, were £187, 10s.; and the total expenditure from the public funds was as follows:—

Glasgow High School.

Salaries to teachers,	£187	10	0
Salary to janitor,	5	0	0
Prizes distributed to scholars,	51	1	0
Printing labels for do., £3, 12s.; expenses at distribution, 18s.,	4	10	0
Gas, £11, 17s. 4d., water, £11, 5s. 11d., coal, £14, 15s. 6d.,	37	18	9
Insurance, £2, 12s. 6d., local assessments, 14s. 7d.,	3	7	1
Janitor, for extra cleaning and furnishings,	25	6	11
Do. for removal in consequence of nuisance,	6	0	0
Advertising and other disbursements in connexion with vacancies in classical department,	22	1	8
Painting,	71	12	2
Wright and upholstery work,	40	12	0½
Slater, plaster, and glazing work,	20	16	0½
Smith and plumber work, and ironmongery,	13	3	11½
Mason work at drains, asphalte and causeway work,	39	17	10
Mats and brushes,	3	9	3
Labourers' wages, £15, 14s. 2d., cartage, £5, 16s. 9d.,	21	10	11
	£553	17	7½

This expenditure was exceptionally large, and the increase arose from painting and repairs. The average expenditure for the last ten years has been from £300 to £350 a year. There is a discrepancy of £12, 10s. between the official statement and the return of salaries made by the masters themselves. As stated by them £100 a year is given to the Classical department, and £100 a year between the English and French departments.

The income of the masters cannot be given with accuracy. We have a return on this point only from the classical masters, and that in a general way, but the numbers in each department and the fees enable us to form a comparative estimate of the position in a pecuniary point of view of the different teachers.

CLASSICAL DEPARTMENT.

Salary,	£100	0	0
Fees from 271 boys,	800	0	0

The whole sum from both sources of salary and fees being devoted in certain proportions between the head master, the second master, and an assistant, and yielding to the first £450, to the second, £300, and to the third £150 a year.

ENGLISH DEPARTMENT.

Salary,	£50	0	0
Number of scholars, 478.			
Fees on an average, £2, 10s.,	£1195	0	0

Out of which the master pays a former teacher the salary of £50, and £100 a year from the fees, and keeps and pays an assistant.

COMMERCIAL AND MATHEMATICAL DEPARTMENT.[1]

Numbers in arithmetic,	338	
„ in geography,	153	
„ in Euclid,	37	
	528	
Fees on an average, £2, 2s.,		£1108 0 0

Out of which the master keeps and pays such assistants as he requires.

[1] The numbers in this department are for the year 1865, as we have no returns for the session of 1866.

Glasgow High School.

WRITING DEPARTMENT.

Numbers, 460.

Fees on an average, £1, 12s., ... £736 0 0

Out of which the master keeps and pays his assistants.

MODERN LANGUAGE DEPARTMENT.

Salary, ... £50 0 0

Numbers, 152.

Fees on an average, £2, 14s., . . . £410 2 0

DRAWING DEPARTMENT.

Numbers, 90.

Fees on an average, £2, 10s., . . £225 0 0

Having already stated the scale of fees in each department, we should now be enabled to form an estimate of the cost of education from the subjoined Time-Table :—

Summary showing the Classes in operation at each Hour :—

Hours.	Classical Department.		Modern Language Department.	English Department.	Commercial Department.	Writing Department.	Drawing Department.
9-10	Roman History, &c., 1st and 2d Year's Classes, Greek, 3d Year's Class.	Greek, 4th Year's Class.			Junior Arithmetic.	Writing.	
10-11	Latin, 3d Year's Class. Do., 5th Do. Do.	Latin, 2d Year's Class.	French, 1st Year.	First Class.	Junior Geography.	Writing and Book-Keeping.	
11-12	Latin, 3d Year's Class.	Latin, 2d Year's Class (In two divisions.)	French, 2d Year.	Second Class.	Senior Arithmetic.	Writing.	
12-1			French, 1st Year.	Third Class.	Junior Arithmetic.	Writing.	
1-2	Latin, 4th Year's Class.	Latin, 1st Year's Class. (In two divisions.)		Fourth Class.	Senior Arithmetic.	Writing.	Drawing and Painting. *Senior, Junior, and Initiatory.*
2-3	Latin, 4th Year's Class. Greek, 5th Do. Do.	Latin, 1st Year's Class.		Sixth Class.	Senior Geography.	Writing.	Drawing and Painting. *Senior, Junior, and Initiatory.*
3-4				Fifth Class.	Mathematics.		Drawing and Painting. *Senior, Junior, and Initiatory.*

It is impossible, however, to give the cost with certainty, as there is no curriculum suggested or enforced by the directors, and comparatively few of the scholars take a complete course. The following calculation, therefore, based on the supposition of a boy following a similar course of study to that recommended in Edinburgh High School, merely shows what the cost would be in these circumstances, and is higher than the sum generally expended on his education :—

The fee in Edinburgh for the prescribed course for the first class is £2, 2s.

a quarter, or £8, 8s. a year. The subjects taught are Latin, English, writing, and arithmetic, and the number of hours is thirty each week. Glasgow High School.

The cumulative fees in Glasgow for the same subjects are £9, 12s. per annum.

The fee in Edinburgh for the second class is £2, 10s. a quarter, or £10 a year, and the subjects the same, with French in addition, and the number of hours is thirty-five a week.

The fees in Glasgow for the same subjects are £12, 6s.

The fee in Edinburgh for the third class is £2, 15s. a quarter, or £11 a year; the subjects taught are Latin, English, French, arithmetic, writing or drawing, and the number of hours is thirty each week.

The fees in Glasgow for the same subjects are £12, 6s.

The fee in Edinburgh for the fourth class is £3 a quarter or £12 a year, the subjects taught are Latin and Greek, English, writing or book-keeping, French or German, arithmetic or mathematics, and the number of hours is as above.

The fees in Glasgow for the same subjects are £12, 16s. at the lowest, that is to say, if writing and arithmetic are taken instead of book-keeping and mathematics, but £14, 6s. if the higher branches are chosen.

The fee in Edinburgh for the fifth year is £3, 5s. a quarter, or £13 a year; the subjects taught are Greek and Latin, English, mathematics, German and French, and the number of hours is as above.

The fees in Glasgow for the same subjects are £15, 4s.

For the purpose of comparison we bring these sets of fees together :—

Edinburgh.	*Glasgow.*
First year, £8, 8s.	First year, £9, 12s.
Second year, £10.	Second year, £12, 6s.
Third year, £11.	Third year, £12, 6s.
Fourth year, £12.	Fourth year, £12, 16s.
Fifth year, £13.	Fifth year, £15, 4s.

The comparison is still more in favour of Edinburgh, if we bear in mind that modern geography is not included in English in the Glasgow course, but is taught for a separate fee of £2, 2s. a year in the commercial and mathematical department.

In neither case does the above cost include books or matriculation fee, the latter of which is in Edinburgh 5s., giving access to the use of books in the library; and in Glasgow 2s. 6d. a year, without the use of any library.

The public cost in Glasgow, that is, the cost to the Corporation, is about 17s. a head, the number of scholars being 650; and the total expenditure by the burgh on salaries, repairs, prizes, etc., being for the last year £553, 17s. 7½d.

Teachers and Departments.

The school consists of six departments, and in each there are several classes.

1. Classical Department, five Latin and three Greek classes.
2. Modern Language Department, three classes.
3. English Department, seven classes.
4. Commercial and Mathematical Department, four classes in arithmetic, one in mathematics, two in geography.
5. Writing and book-keeping Department, six classes.
6. Drawing and painting, three classes.

It is proposed also to add a class for gymnastics and fencing, and a master has been appointed for this purpose. A master has also been appointed for lectures on Natural Science.

It is superfluous to say that the staff of masters is composed of thoroughly efficient teachers. There are three for the classical department and one head master for each of the others. All these hold their appointments from the Town Council, but the assistants in the separate divisions of the school, other than the classical, are appointed and paid by the head master in each. All the masters are quite independent of each other, and for the general order and discipline they have formed among themselves a court or council, of which each in succession is president for a certain time. They arrange among them-

Glasgow High School.

selves the time-table, subject to the approval of the committee of the Town Council, and take cognizance of all matters affecting the internal management of the school.

In the classical department the subjects taught are Latin and Greek, with ancient history and geography, and a certain time is also devoted to religious instruction. The course is one of five years, and the classes are regularly promoted each year. The head master and the second master have each two, and on alternate years, three classes. The assistant master takes a share in teaching all the classes.

In the modern language department, French is taught by one head master, in three divisions, each division having an hour. There is nominally also a class for German, but a sufficient number of pupils has never yet come forward to take advantage of this class.

In the commercial and mathematical department, arithmetic, mathematics, and geography are taught by one head master, with two or more assistants.

The English department is also taught by a head master and one or more assistants. They teach all the branches of an English education, except geography. It would be an infringement of the rules of the school, and would be at once checked as an encroachment on a colleague's province, if they taught it in this department. The cost of a boy's education is materially increased by this arrangement; and both on the score of fitness and the saving of expense, it might with propriety, in any future arrangement of the school, be transferred to the English department, and taught there without any additional charge to the present rate of fees for English.

In the writing department, book-keeping, as well as writing, is taught by a head master and assistants.

Drawing and painting are taught by one master.

All the masters devote their whole time to the work of the school, except the masters in the modern language and drawing departments. Their time is occupied for three hours a day, and the former has a large and flourishing school in the west end of the city, where all the branches of a good education for girls of the middle and upper classes are taught.

Scholars.

The number of scholars enrolled on the 31st of October 1866, that is, at the end of the first month of the session, when the returns were made to us, was 650. At the end of the session in 1867, the total enrolments for the year are stated by Mr. Arthur, the chief of the school committee of the Town Council, as 809 against 563 in the previous year. This does not mean, however, that at any time there was present so large a number of scholars as 809, and we have therefore taken the average number at the lower figure of 650.

These 650 boys were distributed as follows :—

In the Classical Department, . . .	271
In the Modern Language Do., . . .	152
In the Commercial and Mathematical Do.,[1] .	528
In the English Do., .	478
In the Writing and Book-keeping Do., .	460
In the Drawing and Painting Do., .	90

The boys belong to the middle classes; their parents are described as 'tradesmen and merchants, with a large proportion of clergymen, and members of the medical and legal professions.' They come from all parts of Glasgow, and by railway from the neighbouring towns, a distance of twelve miles and upwards. On an average each boy takes from three to five classes in the school. Some of the boys attend other schools for particular branches. The only entrance examination to which they are subjected is one by the master in whose department they desire to be enrolled. There is a public examination or exhibition of the scholars once a year, to which the professors of the University, clergymen, members of the Town Council, and parents and guardians are invited. Besides this public examination, each master in the higher classes of his own department has periodical examinations in writing. At the end of the year there is a profuse distribution of prizes, chiefly books, with a few medals.

[1] See note, page 307.

The total number of prizes given in September 1867 was 412, distributed as follows :— Glasgow High School.

85 for Classics.
23 for French.
100 for English.
101 for Arithmetic, Mathematics, and Geography.
85 for Writing and Book-keeping.
18 for Drawing,

Examinations.

The school having been examined by Mr. Harvey in 1865, it was thought unnecessary to subject it to a second examination in 1866. A few changes have been made in the staff of masters since 1865, but practically the result then and now would be found much the same.

Mr. Harvey's Report is as follows :—

'*Classical Department.*—I visited and examined first the second year's class, about 80 in number, under the charge of Dr. M'Kindlay. The scholarship of the master is well known, and boys who attend to his training, and who finish the full course of five years, are among the best scholars who join the Greek and Latin classes in Glasgow College. The second class was learning grammatical exercises and delectus. Questions on grammar, construction and derivation of words, were almost all answered with perfect accuracy. There was evidently no time wasted on the outside or showy part of the work, but the teaching was direct and thorough, and fitted to make the boys sound scholars. The pronunciation was according to the continental and Scotch fashion. The fourth class, under the same master, about 33 in number, was reading Xenophon. The same remarks apply here as in the former case. Very little composition was done either in Latin or Greek in these classes. Dr. M'Kindlay explained that he had too little time for doing much in Latin prose of the higher sort, or of Greek composition, beyond an elementary book of exercises illustrating the rules of grammar.

'The other Latin and Greek classes were under the charge of Dr. Lowe. One of them was examined in Ovid, and answered questions with accuracy. The tone and style of the boys were good.

'In the *French* Department the classes were examined only by the master himself on the usual work of the day.

'In the *Commercial* and *Mathematical* Departments two classes were examined by Dr. Bryce in my presence, one in geography and the other in arithmetic. The latter consisted of about 100 boys, and the quickness of those at the top was remarkable.

'In the *English* Department I heard three classes examined by the master. The first of these, about 100 in number, and from 10 to 11 years of age, read, parsed, and spelt with great ease. The teaching was thorough, and the system pursued by Mr. Bell was such that the attention of all was kept constantly on the alert, and every boy was attended to. The same class wrote to dictation a sentence given out by me. The exercises were corrected in the class. There was no copying from one another, and the result was that, in a difficult sentence, ten had no blunders, more than half had only one blunder, and a few had two blunders.

'The result of the examination of a section of the fourth class, with boys between 13 and 14 years of age, under Mr. Bell's assistant, was quite as satisfactory.

'In the highest class of all, I selected the most difficult passage I could find in their reading-book for parsing. They had never seen it before, but showed perfect facility in dealing with it. They also wrote a sentence to dictation, and were mostly free from blunders.

'The *Writing* Department, under Mr. M'Nab, was good, and the attendance and order perfect.

'The teacher of drawing and painting seemed disappointed with the little importance attached to his department. His class-room was well supplied with pieces of sculpture, more than 100 in number, many of them casts direct from the British Museum, statues, busts, animals, and ornaments.

'On the whole, the teaching in all the departments was excellent. The boys also seemed self-reliant. I was struck with the difference of ages between

Glasgow High School.

boys of the same class in all the departments. In Latin, for instance, I found boys of 11 and 15 together, all taught in the same class, although divided for convenience into separate sections.'

REMARKS.

It remains only to make a few general remarks on the school. About a year ago, when Dr. M'Kindlay, one of the classical masters, died, and Dr. Lowe, the other classical master, retired on an allowance from the Town Council, the question of appointing a rector over the whole school was raised, but the difficulties in the way were so great, and in particular the objections of the other masters were so strong, that the idea for the present at least has been abandoned. The following changes were made in the classical department: It was arranged that there should be a head master, a second master, and an assistant, and that the fees should go into a common fund, out of which they should be paid in certain proportions. The want of a rector is to some extent supplied by the council of masters, which attends to the arrangements of the school, and which is presided over by the teachers in rotation.

Without a rector, however, it may be doubted if the organization of the school can be perfectly satisfactory.

The absence of a prescribed curriculum is a marked feature in the school. In the prospectus issued by the directors it is mentioned as an advantage, on the ground that 'parents and guardians have the power of selecting such 'studies as may be deemed most suited to the general interest or intended 'profession of the pupil, without being compelled to enrol him in all the depart-'ments.' On the other hand, it seems to add to the expense of education, and a modification on the present system might be adopted with advantage, by which a certain reduction should be made in the case of those boys who followed a complete course in the school. In connexion with this, there might also with propriety be a readjustment of the subjects taught in the several departments.

Another point that struck us was the want of regular examinations of the school. By a reference to its early history, it will be seen that a joint-committee of the Town Council, professors, and ministers used to examine the scholars eight times a year. There is now only a formal examination once a year. Without suggesting the re-appointment of the joint-committee, it would be well that something of the kind were in operation. But on this subject the opinion of the masters themselves is different. In the answers returned to us they consider that the exhibition at the end of the year, and the written examination conducted by each master in his own department, are quite sufficient, and they do not think it would be an advantage to have their school examined annually, and publicly reported on by independent examiners.

The relative position of the masters in a pecuniary point of view is a delicate subject, and we do no more than call attention to the fact that the new branches of education introduced in the present century have more and more attracted to them the scholars of the High School, so that the masters of the Grammar School, properly so-called, have incomes much less not only than the masters of the commercial and English departments, but than the teachers of the mere mechanical art of writing. [H.]

PRIVATE SCHOOLS.

I.—EDINBURGH INSTITUTION.

Edinburgh Institution.

History.

This school was founded in 1832 as a private school. It was organized by Mr. Cunningham, head master of Watson's Hospital, and, according to the original prospectus, was intended for scholars who wished to devote less time to classical studies than was deemed necessary at classical schools, and more time to what is now called 'modern education.' Private classes for modern languages, mathematics, drawing, etc., were scattered over Edinburgh, unconnected with each other, and consequently without unity of system, and from the limited number of pupils attending them the fees were high. The Institution was therefore founded to obviate these difficulties, and by assembling the different masters under one roof, arranging the course of study on a regular system, and dividing the hours of teaching so as to save the time of the pupil, it was hoped that the Institution would be successful. It was opened on 1st October 1832 with 60 pupils. Before the end of the year the number had increased to 100. The third session the pupils numbered 220.

In 1837 Mr. Cunningham retired, owing to ill health, and became Professor of Ancient Languages in Lafayette College, Pennsylvannia—a position which he held for two years. Mr. Little succeeded him as proprietor of the Institution. Mr. Little was succeeded by Mr. Murray, and Mr. Murray transferred the school to Dr. Reid, formerly head master of the Circus Place School, out of whose hands it passed into those of the present proprietors, Dr. Ferguson and Mr. Bickerton. The school was originally held in George Street, afterwards in Hill Street, and in 1853 it was opened in the present premises in Queen Street. It is the private property of the two head masters, and is to all intents and purposes a private school on a wider basis than most private schools.

Buildings.

The buildings were not originally intended for a school, being in reality two private houses slightly altered. Two large rooms, and a hall sixty feet by thirty, have recently been added to the school premises, by which means ample accommodation has been provided for the scholars. In fact, according to the estimate assuming eight square feet of superficial area per scholar, there is altogether in the various class-rooms accommodation for 949 scholars. But, as we have previously explained, this means of estimating accommodation where there are many class-rooms is fallacious. There is, however, sufficient room for the usual number of pupils who attend.

Finance.

There are no endowments nor bursaries connected with the Institution, and as the school is private property, we have no information, nor indeed did we ask for any, as to the salaries and incomes of the teachers. The scale of fees is given in the subjoined table :—

Edinburgh Institution.

Fees.

TABLE OF QUARTERLY FEES.

Matriculation Fee, including all charges for Stationery, Coals, etc., *Five Shillings* Annually.

	I. Class.	II. Class.	III. Class.	IV. Class.	V. Class.	VI. Class.
Fee for the Course, .	£2, 2s.	£2, 10s.	£2, 15s.	£3, 3s.	£3, 5s.	£3, 5s.
Without French, . .		£2, 5s.	£2, 10s.			
More than one hour, and less than the Course, —per hour, .	8s.	9s.	10s.	10s. 6d.	12s. 6d.	12s. 6d.
One hour daily, . .	12s.	12s.	15s.	16s.	18s.	18s.

Cost.

EXTRA CLASSES.

	With other Classes. £ s. d.	With no other Classes. £ s. d.
Quarterly Fees for—		
Landscape and Figure Drawing—Three times a week,	0 15 0	1 11 6
,, ,, Twice a week, .	0 10 6	...
,, ,, Five times a week,	1 5 0	2 2 0
Water-Colour Drawing—Three times a week, .	1 10 0	2 2 0
,, ,, Twice a week, . .	1 1 0	...
Architectural, Mechanical, and Engineering Drawing—		
Three times a week, ...	0 15 0	1 11 6
Practical Chemistry—Twice a week, . .	1 1 0	1 11 6
Fencing and Gymnastics—Twice a week, . .	1 1 0	1 11 6
Drill, ...	0 6 0	0 10 6
Dancing—Twice a week, ...	0 18 0	1 7 0
Lectures—Once a week, ...	0 5 0	0 10 6

It appears that two-thirds of the pupils follow the regular course. The others are for the most part non-classical pupils. The cost, therefore, of education at the Institution is £8, 8s. per annum for the juniors, and £13 for the seniors, exclusive of the matriculation fee of 5s. per annum. If landscape and figure drawing three times a week be attended, the cost will be increased to £11, 8s. in the junior classes, and £16 in the senior. Twenty-nine scholars are returned in this subject; 23 are returned in architectural, mechanical, and engineering drawing, and they pay £3 additional also.

TEACHERS.

The staff of teachers is as follows:—

Dr. Ferguson—University of Edinburgh (Member of General Council); studied chemistry in Surgeons' Hall, Edinburgh, at Heidelberg University, and Freiburg Academy (Ph.D. Heidelberg).

Mr. Bickerton—University of Edinburgh (Member of General Council).

Mr. Walker, A.M., Edinburgh—University of Edinburgh.

Mr. Wm. Smith—University of Edinburgh (Member of General Council).

Mr. John Walker—Normal School; second-class certificate; one year at University of Edinburgh.

Mr. John C. Young, M.A.—Queen's College, Oxon.

Mr. R. Miller, A.M., Edinburgh—University of Edinburgh (Member of General Council).

M. Jules Kunz—Ecole Normale Courbevoie, near Paris; holds the Brevet de Capacité of the Paris Academy.

The others are writing masters, drawing masters, fencing and gymnastic masters, etc. The writing masters were both educated at the Normal School, Edinburgh.

Dr. Ferguson teaches the higher mathematical classes, natural philosophy, practical chemistry, and physical science, assisted by Mr. Walker; Mr. Bickerton, with two assistants, teaches the English department; Mr. Young and Mr. Miller are the classical teachers; and M. Kunz takes both French and German. Edinburgh Institution.

Scholars.

The school is entirely a day school, and exclusively attended by boys. The following table contains the professions and occupations of the nineteen boys who had most recently joined the school, and shows from what distance they came to attend school, and where they were educated before coming to the Institution :—

	Profession or Trade of Father.	Present Residence, with distance from school (travelled daily).	Parents' Residence.	Former School.
1	Writer to the Signet.	Edinburgh.	Edinburgh.	Mr. Douglas's, Great King Street.
2	Land steward.	Buckston farm, 4½ m. from Edin.	Pennycuick.	Mr. Baillie's, Morningside.
3	Master joiner.	Edinburgh.		Parish School, Newton Stewart.
4	Farmer.	Edinburgh.		
5	Writer.	Edinburgh.	Edinburgh.	Mr. Henderson's, India Street.
6	Farmer.	Edinburgh.	Kinross-shire.	Dollar Institution.
7	Baker.	Prestonpans, 10 miles.	Prestonpans.	Schaw's Hospital.
8	Merchant.	Edinburgh, Grange.	Edinburgh.	Mr. Baillie's, Morningside.
9	Cattle dealer.	Edinburgh.	Montego Bay, Jamaica.	Montego Bay Academy.
10	Commission agent.	Edinburgh.	Edinburgh.	High School.
11	Keeper of refreshment rooms.	Edinburgh.	Edinburgh.	Mr. Miller's, Hanover Street.
12	Landed proprietor.	Edinburgh.	Bonskeid, Killiecrankie.	Private tuition.
13	Farmer.	Musselburgh, 6 miles.	Musselburgh.	Grammar School, Musselburgh.
14	Draper.	Edinburgh.	Dublin.	Campie House, Musselburgh.
15	Leather merchant.	Edinburgh.	Edinburgh.	Mr. Hunter's, York Place.
16	Landed proprietor.	Edinburgh.	Orkney.	Edinburgh Academy.
17	Hotel-keeper.	Edinburgh.	Clapham, Surrey.	Seymour House, West Broughton.
18	Magistrate.	Edinburgh.	Hyderabad.	School at Poonah.
19	Pass. superintendent (N. B. Rail.).	Edinburgh.	Edinburgh.	Mr. Cameron's, Antigua Street.

Organization.

A slight deviation has taken place from the original intention of the founder of the Institution as to the course of study to be pursued. His idea was directed against a monopoly of classics. It appears from the prospectus of the past year that the object of the instruction given is to provide such an education as would qualify the pupils for entering on a University course, for undergoing examination for the public service, or for engaging in the ordinary avocations of business. The scholars, when they come, must be able to read and spell fairly, and must know the elements of English grammar and the simple rules of arithmetic. The regular

Edinburgh Institution.

course is one of six years. During the first four of these years attention is directed chiefly to arithmetic, English, Latin, French, writing, and either Greek or elementary mathematics.

At the end of the fourth year those pupils who followed the course prescribed have their choice of two lines of study. They may either devote their time to the prosecution of their classical studies along with the branches taught in the junior classes, and so prepare themselves for a University career; or they may give their attention exclusively to the study of algebra, geometry, applied mathematics, English, French, German, writing, and bookkeeping. and so qualify themselves for commercial pursuits. The latter line of study is the most popular. About ten or twelve only go to the University each year; the majority, when they leave the Institution, enter offices, or become accountants or engineers.

Examinations.

The school is open about forty-two weeks each year, and is divided into six classes, which are taught six hours daily. On Saturdays one hour is given up exclusively for religious instruction to the whole school, but attendance at this class is optional.

The numbers attending the Institution are—*On Roll*, 298; *In Attendance*, 273.

English Department.

This department is divided into six classes. The largest is the fourth, with 62 scholars. There were 51 present when this class was examined. They were reading the Second Book of Milton's *Paradise Lost*, and did it naturally and simply, without either affectation or excess of expression. The examination given upon the passage read was clear and sensible, but the questions were answered almost exclusively by the boys at the top of the class. The tail, which was a long one, answered few or no questions. For analysis, a sentence was taken from the newspaper of the day and written upon the board, and the boys, taken up in turn, were told to break the sentence up into its several parts. The exercise was well done.

In the third class there were 56 on the roll. Their text-book was Dalgleish's *Composition based on Grammatical Synthesis*. The geography in this class and the fourth was good,

Nineteen boys in the highest class did an English paper. They were much older than any who had up to this time done papers for us, the average age being sixteen. Most of them had been but a short time at the Institution. Those who had taken the whole course, or had been some years at the school, did well. The average was 61 out of 200; but as that does not give a fair idea of the work done, we subjoin the result of the work of the three highest and three lowest:—

No.	*Age.*	*Years at the Institution.*	*Classes attended.*	*Marks. Max. 200.*	*Spelling.*
Three Highest 1	15	$3\frac{1}{2}$	5	125	
Three Highest 2	16	$5\frac{1}{2}$	7	115	Aver. 113
Three Highest 3	16	$5\frac{1}{2}$	7	100	
Three Lowest 1	17	$\frac{1}{2}$	6	10	
Three Lowest 2	16	$\frac{1}{2}$	8	15	Aver. 17
Three Lowest 3	16	$\frac{1}{2}$	9	25	Very bad. Bad.

This presents an interesting contrast to the result of the papers in the Madras College, St. Andrews, where the highest marks were gained by those who had been a short time at the College, and the lowest by those who had been some years at it.

Arithmetic Department.

In this department there are five classes, the largest of which contains 82 scholars. We saw the junior class at work, and examined 14 of the highest on paper. This paper was well done. The boys were selected by the teacher, but it must be borne in mind that although this is the highest class in arithmetic, there are two higher classes in mathematics. The average age is fifteen. The average number of marks gained is 74 out of 200. Forty was the lowest number gained; 120 the highest.

There are six Latin classes in the school, attended by 187 boys, and two Greek classes, with 21 scholars. Two masters devote their time exclusively to teaching classics, and one of the English masters gives also two hours a week to this department. In the three lowest classes, which consist of about 45 boys each, the time spent on Latin is an hour and a half daily. In the three highest (composed of 35, 13, and 4 boys respectively), one hour of Latin a day is given to each. Greek is begun in the fourth year, and is optional. Each Greek class has one hour a day. To economize time and teaching power, as the numbers who take Greek are small, the two highest classes are taught together. As specimens of the whole school, this combined class was selected for examination in Greek, and the fourth and fifth classes in Latin. The fourth class, composed of boys between twelve and sixteen years of age, was reading Cicero, *De Amicitia*. The upper third of the class translated and parsed very fairly. The central portion did not know a great deal, and at the very bottom no questions were satisfactorily answered.

Edinburgh Institution. Classics.

In the fifth or Horace class, the translation of an ode read some time before was inelegant and inaccurate. In answering grammatical questions there was no great readiness, and none of the boys could scan any of the metres.

The Greek examination was mostly confined to grammar, and the class acquitted itself fairly. The boys were reading Herodotus. On the whole, classics are not the strong point of the school. The time devoted to them is too short. Considerable allowance must be made on the score that the school professes to be chiefly commercial, and it should be judged as such.

In this department there are two classes in mathematics, one in geometry, one in algebra, a small one in natural philosophy, a class of 8 in practical chemistry, and a class of 40 in physical science.

Mathematical Department.

The *viva voce* examination of a large class in geometry was exceedingly interesting, and showed excellent teaching and good appreciation of the subject on the part of the boys. The propositions were selected at random from the first Six Books of Euclid, and were solved by boys called upon from all parts of the class. To the very bottom of the class the examination was satisfactory. Afterwards a paper was set to twelve boys in Euclid and algebra with the following result :—

No.	*Age.*	*Session in School.*	*Time at this Study.*	*Classes.*	*Marks. Max.* 100.
1	15	5th.	2d.	7	50
2	16	6th.	2d.	6	70
3	15	...	3d.	7	90
4	16	5th.	1st.	0	70
5	16	3d.	2d.	0	60
6	17	3d.	...	0	30
7	16	6th.	2d.	7	70
8	16	1st.	2d.	7	70
9	16	3d.	3d.	7	30
10	15	1st.	...	7	45
11	15	4th.	3d.	5	80
12	...	6th.	2d.	0	40

Average 59.

The chemistry class is held in a laboratory belonging to the school, in which there is accommodation for 15 scholars. They are taught by text-books, oral lectures, and specimen objects and experiments. We were present while the class was engaged in making experiments, and they seemed to be much interested in the work.

In French there are five classes, numbering in all 209. We saw the fourth class at work. They were reading *Paul et Virginie*. The accent was not so good as in some schools, but the boys were kept alive, and seemed well taught. Ten of the highest class did a paper. It was not very well done, but the majority of those who did it had been but a short time at the school. 230 was the maximum, and 60 only was the average. The two best got 130 and 80, and had been four and a half and five and a half years respectively at school. The two worst got twenty, and had only been a quarter and a half year at school.

Modern languages.

Edinburgh Institution.

In German there are two classes, numbering 39. In the junior there were 25 present. The teaching in this class did not appear to be so lively as in the French class; but it was accurate, and, so far as it went, thorough. The lower part of the class did not do well; they seemed to be a drag upon the higher boys. The senior class did an elementary paper. There were eight of them present, nearly all of whom had been a year and a half in German. Only two of the boys did well, and one of these had joined the school recently. Only two wrote in the German character.

REMARKS.

Though some departments in this school are not so good as others, or so good as they might be, there can be no doubt that a very good general education is supplied at a moderate rate, and there appears to be a sensible earnestness about both teachers and scholars that cannot fail to have good results.

II.—GYMNASIUM, OLD ABERDEEN.

Gymnasium, Old Aberdeen.

History.

'The Gymnasium, Old Aberdeen, was opened for pupils in January 1848. 'Its original design was to promote the improvement of the preparatory education of youths proceeding to the university, especially those intended for 'the Christian ministry, and its object was at first restricted to the maintenance of a three years' curriculum of study, intermediate between that of 'the common school and the university.

'Very considerable subscriptions were received from friends in various parts 'of the country, for the special purpose of providing scholarships of £15 each 'per annum, to be held by a selected class of young men, during the three years 'to which the curriculum extended. The scholarships were required to be 'supplemented by local contributions from the friends of the young men 'chosen to hold them. The school and the funds contributed for scholarships 'were placed under the management of a council of directors,—ministers 'and others interested in education, connected with different denominations.

'The undertaking proved entirely successful in accomplishing the object con-'templated of securing a thorough preparatory education for a selected class 'of students,—partially supported by the scholarships. Of fifteen holders of 'scholarships eleven proceeded to the university after studying two or three 'years at the Gymnasium. Every one of these gained honourable distinctions 'in the university classes. Most of them obtained bursaries at entrance. 'Some of them were among the most distinguished students of their time. 'It may not be presumptuous to say that the system adopted in the Gymna-'sium contributed, along with other influences, to promote the elevation of 'the standard of attainment by students entering the university, which soon 'thereafter took place in Aberdeen. It had been customary to make Latin 'scholarship, and especially skill in Latin composition, the sole test in the 'bursary competition, and this again determined the previous training in the 'schools. Greek, Mathematics, and English, were therefore in a great degree 'neglected. Soon after the institution of the Gymnasium, Greek and arith-'metic, and afterwards geometry and English, were added to the bursary test, 'while the use of dictionaries in the competition exercises was prohibited. 'Considering the shortness of our university session, it is manifest that a 'change securing a measure of solid attainment in these newly introduced 'subjects, before entering, constituted an improvement of no superficial char-'acter. It cannot be doubted that it forms one reason of the great success 'achieved by Aberdeen students of late years, in competitive examinations 'at a distance, especially those for mathematical honours at Cambridge and 'for the Ferguson scholarship at Glasgow.

'The original scholarship scheme having expired in 1851, circumstances 'made it inexpedient to solicit a renewal of subscriptions, and the school 'passed into the hands of its present proprietor. Under him it assumed the 'character of a private school for classics, mathematics, and other branches 'usually included in the classes of a grammar school, and there gradually grew 'up in connexion with it a large boarding establishment. At no time, how-'ever, during the last sixteen years, has its original design been entirely lost 'sight of. A succession of youths of promise have been received into the 'classes of the Gymnasium without payment of fee, for some of whom the 'means of partial support have, through the kindness of friends, been obtained 'besides. Of this class several are now holding important missionary situa-'tions. While always a small minority in the school, except in its earlier 'years, their influence has been found most beneficial in elevating the standard 'of duty and attainment in the upper sections of the school. At the begin-'ning of the present session the scholarship scheme was also re-established, 'by old pupils and friends of the school. Two scholarships of £15 each, 'tenable for two years, were then given by a competition open to boys from 'any school. These were gained, after a trial in English, classics, and 'arithmetic, by two boys who had received their previous education in the 'country.

Gymnasium, Old Aberdeen.

'The pupils in attendance on the classes of the Gymnasium are about equally divided between boarders and day-scholars,—a small proportion of the latter being also day-boarders. It is not considered that the limitation to boarders alone would, on the whole, be advantageous. It would exclude the beneficial influence of an element already described. A school of sixty boarders furnishes inadequate numbers for the formation of classes at once suitably sub-divided, and of the proper size, and hardly affords means for the employment of an adequate staff of masters. It is considered that the present numbers on the roll afford the means of combining, as nearly as may be, the proper sub-division, with the size of classes necessary for economy and for efficiency of teaching.

'There are only two features in the management of the school which it seems necessary to notice as peculiar. *First*, An entirely separate division of classes is adopted in the department of arithmetic and mathematics from that which is maintained in Greek and Latin, admitting of the proper classification of boys whose attainments in these two very distinct departments of study are unequal. *Second*, While the school is regularly divided into six sections or classes, it being found that as the session advances a certain number of boys fall behind, whom it would be injurious to degrade to the class immediately below them,—thus imposing a simple repetition of the work of the former year, it is customary, especially in the higher classes, to call in the services of an additional master to carry on these boys in a junior division of the same class.'

It seems to us that the facts contained in the foregoing narrative, furnished us by the Rev. Mr. Anderson, director and proprietor of the school, entitle the Gymnasium to a place somewhat distinct from ordinary private schools. It has in it certain elements of a public school character, more especially bursaries or scholarships open to competition, which secures for it a class of boys not common in boarding-schools. The arguments also in favour of a combined day and boarding-school—where the number of boarders is about sixty, or less—in preference to a purely boarding-school, are worth attention. In addition to all this, the Gymnasium somehow occupies a recognised position in Aberdeen, and competes, not unsuccessfully, with the grammar school itself, on its own especial field, namely, the competition for university and other honours. It is annually examined, but only orally, and not by papers, by the principal and professors of the university. It aims also at a fuller course of study than that to which the grammar school, as we have seen, peculiarly confines itself. Civil engineering, for instance, is taught in a class recognised by her Majesty's Secretary for India, and arrangements are even made to prepare boys for the Indian civil service. Supplementary aid is always, however, called in for scholars who have this or Woolwich in view.

Building.

The school is situated in Old Aberdeen, and has been adapted for its present purpose by the proprietor. The rooms, both for boarders and for the classes, are sufficiently good. There are nine class-rooms, with ample accommodation for at least 150 boys. Indeed, according to the estimate of eight square feet of superficial area being adequate for each scholar, there is room for 462. There are two playgrounds,—one open to all the boys, the other for the boarders, and such of the day-scholars as join their clubs. The latter is above an acre; the former is a rood and a half. There is also a room used for play in wet weather, and two colonnades adjoining the small playground, with a covered shed in the larger.

Masters.

The staff of masters consists, besides the proprietor, of a rector and seven masters. The proprietor takes a general charge, and manages the correspondence. The rector has the complete direction of all the school arrangements. He also teaches some of the upper classes. He and four others of the masters are graduates of Aberdeen; and several of them, including the rector, are resident. Besides this regular staff of eight masters there are several others who devote a few hours each day to the school, more especially for drawing, modern languages, and for those scholars or classes that require special teaching in Latin, mathematics, arithmetic, and English. These extra masters give twelve hours a day among them to teaching in the school, and the others give their whole time. The course extends over seven years.

Preparatory Section.—English, Writing, Geography, Arithmetic, Scripture Exercises, with a little Latin. Gymnasium, Old Aberdeen.

First Section.—Same subjects continued; Latin Rudiments acquired; a little Latin Translation.

Second Section.—Same subjects continued; French and History begun.

Third Section.—Same subjects continued; Greek begun; Geometry begun —First Book of Euclid acquired.

Fourth Section.—Same subjects continued; Three Books of Euclid acquired; Algebra begun.

Fifth and Sixth Sections.—Same subjects continued; Six Books of Euclid acquired; Algebra.

Pupils for whom a complete classical education is not desired, after reaching the Third Section enter on a course of instruction partly separate from the above, including German, physical geography, physics, chemistry, etc.

Into the incomes and salaries of the masters we did not inquire, as the school is private property. The scale of fees is as follows :— Finance.

For Day Scholars, from 5 guineas per annum in the preparatory section, to 10 guineas in the fifth section.

For Boarders, from 45 guineas in the preparatory section, to 60 guineas in the fifth section.

Scholars and Examination of School.—The scholars on the roll on the day of our visit were 124, and in attendance 121, pretty equally divided between boarders and day-scholars. They were in excellent order, and contrasted favourably in point of conduct outside their classes with the boys of the grammar school. In classics, we examined the two highest, and one of the lowest sections; the latter *viva voce*, and the former both orally and on paper. The pronunciation was after the English fashion. It was carried, however, rather to an extreme; the final 'is' of the dative and ablative plural being pronounced as 'ice' in 'nice,' and 'as' of the accusative plural, like 'ace' in 'face.' In other respects, the teaching throughout was sound and free from affectation. The senior Greek class were reading Xenophon, and not only knew the translation, parsing, and ordinary work connected with their lesson, but were carefully drilled in the use of 'accents.' In Latin, they were reading Livy, and after a *viva voce* examination, in which they did remarkably well, the fourth section were set to translate a chapter, and the fifth section to render a piece of English into Latin prose, both on paper. These are exercises with which, like the grammar school boys, they are familiar, being both required for the competition bursaries of the University. The Latin 'version' was well done. We subjoin the result, with some other particulars :—

No.	*Age.*	*Time at Gymnasium.*	*Marks. Maximum* 100.	
1	17	6 months.	90	
2	16	4½ years.	75	
3	18	6 months.	75	
4	15	7 years.	65	
5	17	1½ years.	65	
6	14	7 years.	70	Average 67.
7	15	2½ „	15	
8	14	2½ „	65	
9	17	6 „	50	
10	15	6 months.	80	
11	16	2 years.	80	
12	14	6½ „	70	

It is noticeable, that of the three highest boys, two had only been six months at the school. One of them had gained an open scholarship. He was a poor boy, the son of a herd, and had been previously trained in Banff Academy. In his other work, he showed himself a good and careful scholar. The translation from Livy proved too much for the boys of the fourth section. They were 13 in number, from twelve to sixteen years of age, and had been six months to eight years at the Gymnasium. The number of marks attainable

Gymnasium, Old Aberdeen.

was 100, but the 3 highest were 50, 35, and 30; while the 3 lowest were 5, 10, and 15. The writing in both exercises, and in others afterwards given, was very fair. In three cases, however, it was bad.

The young class were reading an easy text-book, and were well drilled both in it and in the Latin Grammar. The dux for the day of our visit was a young boy from Japan,—Canaye Nagasawa by name,—one of 20 boys sent by one of the princes of Japan, to learn English, and get an English education.

Mathematics.

Papers were also set in arithmetic, algebra, and Euclid. It would be tedious to give the full results in each case. In arithmetic, the two highest numbers, in a class of 17, were 95 and 93; the two lowest were 38 and 40. The average was 63, out of 225 marks. In algebra, the two highest numbers of a class of 17 were 100 and 95; the two lowest, 20 and 30; and the average was 53 out of 150 marks. In Euclid, the two highest numbers of a class of 7, were 142 and 110; and the two lowest were 75 and 85; the average being 97 out of 150 marks.

For an English grammar paper, only half an hour unfortunately could be allowed. If we make due allowance for this, the paper was well done. Out of a total of 100 marks, half of the class gained 50 and upwards, and the very lowest number was 35. In the other classes examined *viva voce*, there was good and careful teaching, and the order and discipline were excellent. The boys seemed less interested in French than in any other study. The specimens of drawing were particularly good. The age of the boys was from nine or ten in the preparatory section, to sixteen, seventeen, and eighteen in the highest. Here, as in the grammar school, a number of boys are drawn from a distance for the last year, or two years of the course, to prepare for college. Boys, however, are not allowed to join for a quarter, but must take a year at least in the Gymnasium. It is very common for boys to remain during a complete of seven years. They belong to the upper and middle ranks. The small admixture of others who have gained the open scholarships, or who are educated free as good and promising boys, does not affect this statement.

Through the kindness of the head-master we obtained a list of university and other honours gained by boys from the school since its opening. We limit the list, however, to the last seven years. The list takes account of no boys who did not go direct from school to college, nor of any who had been less than a year at the Gymnasium:—

(1.) *Bursaries.*	*Boys from the Gymnasium.*	*Bursaries.*
Year 1862	10	7 the highest of which was 4th.
„ 1863	6	5 the highest being the 3d.
„ 1864	12	6 the highest being the 2d.
„ 1865	11	9 the highest being the 6th.
„ 1866	14	6 the two highest being 2d and 3d.
	Total, 53	33

(2.) *Class Prizes.*	*Number of Boys from Gymnasium.*	*Prizes.*
Year 1863	25	13
„ 1864	20	28
„ 1865	19	12
„ 1866	23	12
„ 1867	24	20
	Total, 111	85

The total number of prizes given in these five years in the Faculty of Arts was 670, so that the Gymnasium gained an eighth of the whole.

(3.) *Other distinctions* gained after an interval of three or four years at college in Scotland or England :— Gymnasium, Old Aberdeen.

Indian Civil Service,	1st place in 1861.
" "	13th " "
" "	57th " 1862.
Woolwich,	1st place in 1861.
"	1st " 1862.
Chelsea,	1st at Chelsea in 1866.
Cambridge,	Scholarship at Trinity College, 1861.
"	Scholarship at Pembroke College, 1866.
Glasgow,	Ferguson Scholarship, 1863.

Fordyce.

III.—FORDYCE.

Visited Nov. 21, 1866.

History.

Fordyce Academy is partly an endowed school, and partly a private boarding-school. Its history is as follows :—George Smith of Bombay, in 1790, left by his will a sum of money for the education and board of poor children of the name of Smith, at a school to be founded in Fordyce, their number to depend on the amount of funds annually at the disposal of his trustees.

By the terms of the will it was directed that the schoolmaster should be well skilled in the English and modern commercial languages (namely, French and 'Dutch) in accounts and mathematics,' and that he should 'dwell and reside at 'Fordyce, for the purpose of teaching and educating, during the term of five 'years, as many boys of the name of Smith as the utmost of the money would 'permit,' at the allowance of £25 to each boy.

Management.

Management.—The trustees are, the Provost, Bailies, Town Treasurer, and Dean of Guild of the town of Banff. Their duties are in the main financial. They pay the master's salary and the expenses connected with the management of the trust, and look after the necessary repairs and furniture. They also visit and examine the school annually, but beyond this they do not interfere in any way with its arrangement.

Buildings.

The school buildings and the master's dwelling-house are good. There is but one class-room, with accommodation for 40 scholars.

Finance.

The funds at the disposal of the trustees are £10,297, 16s. 6d., and they yield £308, 18s. 8d. They are thus appropriated in terms of the deed of settlement :—

To the minister of Fordyce, ...	£25	0	0
Salary to the master of the school, ...	40	0	0
Allowed to the master of the school for 9 bursars (£20 for board and education, and £5 for clothing for each bursar), .	225	0	0
For annual expenses of treasurer, trustees visiting the school, etc.,	18	18	8
	£308	18	8

Teachers.

Mr. Largie, the rector, was appointed in 1846. He is a graduate of Aberdeen, and a member of the Established Church. By the terms of the agreement between him and the directors, his appointment is for life. He has no stipulated retiring allowance. He chooses and pays such assistants as he pleases. He has generally one, an old pupil of his own. Besides the money payment of £40, he has also a free house and garden, more than sufficient for the accommodation of the nine bursars.

Scholars.

The sum allowed for board and education being one that left no great margin to the teacher, the trustees have given him leave to add to the school a private boarding academy of his own. He had, at the time of our visit (November 21), 16 or 17 such additional boarders. The bursars and the boarders enjoy the same advantages of teaching and living. There are, besides, a few day scholars. The whole numbers (bursars, private boarders, and day scholars) amount to 30. The bursars are the sons of small farmers, shopkeepers, labourers; and are chosen without reference to the church to which they belong. The head master's own boarders are of a higher social class. They pay a board of £30. The age at which the bursars generally come is ten. Most of them complete their course of five years, and at the end of that time leave the school, generally for offices and a commercial life. This is increasingly the case with both boarders and bursars, of whom, annually, fewer and fewer go to a university. One boy, not on 'Smith's' foundation, gained a bursary last year at Aberdeen. Some years ago a bursar was also successful at Aberdeen; and afterwards gained a bursary of £100 at the Free Church College of Edinburgh. In addition to these honours, one boy has passed from the school into Sandhurst. He was appointed to a cadetship by Government, and passed a very successful examination, standing second on the Secretary of State's list. After leaving Fordyce, he was a month or two in Aberdeen learning drawing, which is not taught in Fordyce. A regu-

lar curriculum is followed in the school, the aim of which is to give a good commercial and classical education. Like most of the teachers in the North of Scotland, the head master orders his system according to the requirements of Aberdeen University. Fordyce.

We examined the boarders in mathematics and in Latin. They are taught in excellent style, and receive a first-rate education, quite fitting them for either a University course or a commercial life. In Latin, the highest class, 5 in number, from twelve to fifteen years old, translated a passage from Virgil's *Eclogues*, not, however, the lesson of the day, but done sometime before. The translation and parsing were very good indeed. One boy only among the bursars was learning Greek. He was evidently well taught, and of superior talents. The highest class of mathematics did accurately and readily a number of propositions of Euclid on the board. French is also taught, but the master allowed that it was very elementary. To some it may seem that, considering the class of boys and their future prospects, their education is more classical than it need be. Examinations.

Private School, No. IV.

No. IV.

All the arrangements connected with this school are of a careful and elaborate nature. It was established in 1857, in the vicinity of Edinburgh, but has since been transferred to a situation a few miles from the city. The buildings and grounds are beautiful in themselves, and are in the midst of a picturesque and healthful neighbourhood. The buildings consist of a large modern mansion or castle, to which school-rooms, dormitories, bath-rooms, gymnasium, etc., have been added by the principal. The grounds about the school extend to eighty acres, twenty of which are given to the boys as a playground for football, cricket, golf, and other amusements. In respect of ample room for recreation, therefore, the school is on an equality with any in Scotland. These twenty acres are the bounds within which all games are confined, and no boy is allowed to go beyond them without express permission.

Masters.

The school is under the charge of two head masters, with a large staff of teachers, resident and visiting. There are four of the former who devote their whole time to the school. Of the latter class, there are six or seven who come from Edinburgh, and give as many hours' attendance daily as may be required. These are independent of lecturers on chemistry, natural history, and natural philosophy, and of examiners. Altogether the staff of masters is a strong one. Two of the resident masters, besides one of the principals of the school, are graduates of a Scottish University. The others have had either a University or Normal-school training, in some cases both. The visiting masters are men of eminence, each in his own branch of teaching, and have had special training for their work, either at universities or by long experience.

Organization.

The school is divided into six forms, and its complete curriculum extends to seven years for boys from eight to seventeen or eighteen years of age. There is an entrance examination that regulates the class or form to which each boy is admitted. The usual branches of education are taught in the school, and the work that each form is expected to do in all the subjects is fully drawn out in the outlines of study, which is summarized in the following curriculum :—

Junior Division.—Age varying from 8 to 12.

First Form.—Elementary Latin, English grammar, reading and spelling, modern history and geography, Scripture knowledge, writing, arithmetic, singing, dancing, fencing, gymnastics, and drill.

Second Form.—Latin, elementary French, English grammar and analysis, reading and spelling. The rest as above.

Intermediate Division.—Age varying from 12 to 15.

Third Form.—Latin, French, elementary Greek, English grammar, analysis, and composition, readings in literature and science, modern history and geography, Scripture knowledge, writing, arithmetic, elementary algebra, drawing, singing, dancing, fencing, gymnastics, and drill.

Fourth Form.—Latin, Greek, French, elementary German, English grammar and composition, arithmetic, algebra, geometry, ancient and modern history and geography, outlines of science, elocution, divinity, book-keeping, drawing, singing, dancing, fencing, gymnastics, and drill.

Senior Division.—Age varying from 14 to 18.

Fifth Form.—Latin, Greek, French, German, English language and literature, arithmetic, algebra, geometry, mensuration, ancient and modern history and geography, astronomical and physical geography, elocution, divinity, book-keeping, drawing, singing, dancing, fencing, gymnastics, and drill.

Sixth Form.—Latin, Greek, French, German, English language and literature, arithmetic, algebra, geometry, the elements of trigonometry and mechanics, ancient and modern history and geography, astronomy and physical geography,

elocution, divinity, book-keeping, drawing, singing, dancing, fencing, gymnastics, and drill.

Upper Sixth Form.—In the upper Sixth Form, the same subjects are continued, with more advanced work and higher authors.

Each of the three upper forms consists of two divisions—a *Classical* and a *Modern*.

In the *Modern Fourth*, English and French alternately take the place of Greek.

In the *Classical Fifth and Sixth*, the hours for writing and book-keeping are given to additional studies in Latin and Greek.

In the *Modern Fifth and Sixth*, German and mathematics alternately take the place of Greek.

Two courses of lectures are given each session to the three upper forms, on different pairs of these subjects—chemistry, natural history, natural philosophy, English literature, and modern history.

The Time-Table shows how the work is appportioned, so that all the subjects shall be overtaken. It is as follows :—

TIME-TABLE.

	Form I.	Form II.	Form III.	Form IV.	Form V.	Form VI.
6½-7.	PREPARATION.					
7-8.*	Hist. & Geo. (4) Fencing (1)	Hist. & Geo. (4) Fencing (1)	Latin (4) Fencing (1)	Arith. (3) German (2)	Arith. (2) German (3)	Arith. (2) German (3)
8.	MORNING PRAYERS AND BREAKFAST.					
8½-9½.	. .	French (2)	Latin & Greek	English (4) Fr. Con. (1)	Greek	Mathemat.
9½-10½.	English	Latin	9½-10 Arithmetic	Latin	English (4) Fr. Con. (1)	English (4) Fr. Con. (1)
10½-11½.	Eng. Gram. (3) Dictation (2)	Eng. Gram. (3) Dictation (2)	Hist. & Geo. (3) Dictation (2)	..	Mathemat.	Greek
11½.	LUNCHEON.					
11½-12½.			Lat. Exam. (1)	Lat. Gr. (1) Fencing (1)		
12½-1½.					Fencing (1)	
1½-2½.	Arithmetic	Arithmetic	Algebra (2)	Greek	Latin	..
2½-3½.	Latin	Latin	Eng. Gram. (3) French (2)	Mathemat.	..	Latin.
3½.	DINNER.					
4½-5½.						
5½-6½.	Writing (1)	Writing (1)	Writing (2) Drawing (2)	Writing (2) Draw. (2)	Visitor (1) French (2)	Visitor (1) French (2)
6½-7½.	Writing (2) Drawing (2)	Writing (2) Drawing (2)	Writing (1)	Visitor (1) French (2)	Writing (2) Draw. (2)	Priv. Study
7½.	TEA.					
7½-9.	PREPARATION.					
9.	EVENING PRAYERS.					

In the Winter Term, these classes meet from 4.15-5.15 p.m.; and morning

Private School, No. IV.

preparation is from 7.30-8.—The numbers in brackets refer to the number of days per week during which the class meets.

*** Saturday: Gymnastics, 6.30-8 a.m. Sunday: Bible classes, 5-6.30 p.m.

The actual amount of work done in the ordinary branches of study for the first half-year of the session was as follows:—

No. I. Classics.—(Two Masters.)

Sixth Form.—Horace, *Od.*, iv. 7 and 12. Homer, *Iliad*, vi. ver. 312 *et seq.* Livy, xxii. 13-17; 23-26. Xenophon, *Anab.*, v. 1, 2. Arnold's *Latin Prose*, i. Ex. 30-50. Arnold's *Greek Prose*, i. Ex. 1-14.

Fifth Form.—Livy, xxiii. 1. 2. Greek, Bryce's *Second Reader*, p. 63, etc. Sallust, *B. Jug.*, 47-57. Greek, Bryce's *Second Reader*, pp. 57-62. Arnold's *Latin Prose* i., Ex. 25-37. Arnold's *Greek Accidence*, Ex. 46-52.

Fourth Form.—Sallust, *B. Jug.* 68-69. Greek, Bryce's *First Reader*, passive of λύω. Cæsar, *B. Gal.*, iii. 1-12. Greek, Bryce's *First Reader*, to act. of λύω.

Third Form.—Cæsar, *B. Gall.*, i. 1-9. Grammar, Schmitz's *Elements of Latin*, pp. 1-65, and the four conjugations. Chambers's *Elements of Latin Exercises*, from beginning to exercise on fourth conjugation. Greek, now beginning.

Second Form.—Bryce's *First Latin Reader*, from beginning to Exercises on fourth conjugation (Ex. pp. 467).

First Form.—Bryce's *First Latin Reader*, pp. 1-36.

No. II. Mathematics.—(Two Masters.)

Sixth Form.—Euclid, v. vi. Books i.-iv., with Deductions. Algebra: Quadratic Equations; Simultaneous Equations, and Quadratics. Arithmetic: Cube Root; Compound Interest, Discount and Present Worth, Stocks, Square Root.

Fifth Form.—Euclid, iii., Books i. ii., with Deductions. Algebra: Equations of two unknown Quantities; Revisal of Earlier Rules, etc., Simultaneous Equations of one or two Unknown Quantities, Problems. Arithmetic: Stocks; Interest (Simple and Compound), Discount and Present Worth, Stocks.

Fourth Form.—Euclid, i., Book i., to Proposition 26, with Deductions. Algebra: Fractions; Equations of one Unknown Quantity, etc. Arithmetic: Proportion; Decimals, and Proportion.

Third Form.—Algebra: Use of Brackets; Signs, Addition, Substraction. Arithmetic: Earlier Rules, to Compound Rules, with Weights and Measures.—Currie's *Arithmetic*, pp. 1-71.

Second Form.—Arithmetic: Earlier Rules, to Compound Division of Money.—Currie's *Arithmetic*, pp. 1-62.

First Form.—Arithmetic: Earlier Rules, to Compound Multiplication.—Currie's *Arithmetic*, pp. 1-58.

No. III.—English.—(2 Masters.)

Sixth and Fifth Forms.—Chaucer, Prologue to *Canterbury Tales*, 1-630. Tennyson, *Elaine—Guinevere*, just begun. *History of Literature:* first half of the Nineteenth Century. Composition. Narrative essays, syntax in detail.

Fourth Form.—Thomson, *Spring*, 1-515. C. Lamb, *Essays of Elia*, just begun. Composition, narrative and descriptive paragraphs. Grammar and analysis.

Third Form.—Scott, *Marmion*, Cantos i. ii.; now reading iii. Composition, construction of sentences, transposition, variation, etc. Grammar and analysis.

First and Second Forms.—Nelson's *Advanced Reader*. Grammar and analysis.

No. IV. Modern Languages.

1. French.—(2. Masters.)

Fifth and Sixth Forms.—Chrestomathie (Chaumont), pp. 32-57. (*Mérimée*, Bossuet.) Sadler's *Cours Gradué*, pp. 92-111. Grammar, irregular verbs. Weekly exercise in syntax.

Fourth Form.—Paul et Virginie, pp. 1-16, *et seq.* De Porquet's *Trésor*, Nos. 1-8. Grammar: nouns, adjectives, verbs, four conjugations (Hallard's.) Weekly Exercises, pp. 83-89.

Third Form.—Hall's *First French Course*, pp. 1-57 of Part 1; pp. 109-114 of part 2. Private School, No. IV.

Second Form.—Hall's *First French Course*, pp. 1-27.

2. GERMAN.—(1 Master.)

Fifth and Sixth Forms.—Lessing's *Minna von Barnhelm*, Act II. Scene 1, 2. Aue's *Second German Reader*, Tale 16. Aue's *German Grammar*, pp. 1-77.

Fifth Form.—Aue's *First German Reader*, Tales 1-6. Aue's *German Grammar*, pp. 1-40.

No. V. MODERN HISTORY AND GEOGRAPHY.—(2 Masters.)

Fifth and Sixth Forms.—*The Student's Hume. The Reign of George* III.

Fourth Form.—Collier's *Great Events of History*, from the Siege of Jerusalem (70) to the Crusades (1270). Geography of Asia (in general); India (in detail); now beginning America (Clyde).

Third Form.—Collier's *Great Events*, Reformation to end of 30 years' war, pp. 180-237; now beginning, 7th period. Geography: Spain, Portugal, France, Belgium, Netherlands, Germany; now beginning Denmark (Mackay).

First and Second Forms.—Collier's *British History*, Reigns from Edward VI. to James II.; now beginning William III., Geography: Europe—England and Wales, Scotland; now beginning Ireland (P. J. O.)

ANCIENT HISTORY.—(The Head Classical Master.)

Fifth and Sixth Forms.—*Greece* (Smith's Smaller), p. 45, *et seq.* *Rome* (Smith's Smaller), pp. 148-270, except chap. 33.

Fourth Form.—*Rome* (Smith's Smaller), p. 77, *et seq.* *Rome* (Smith's Smaller), pp. 1-76.

Quarterly Examinations.

The chief feature in the school is the prominence that has been given from the first to periodical written examinations. These take place four times in the year. The questions in the first three of these examinations are prepared by the teachers of the several departments, but are looked over by independent examiners. The last quarterly examination is conducted entirely by the examiners. During the session also the three highest forms are examined in Greek and Latin alternately, once a week (orally for the most part), by the classical examiner. The examiners are Professors in the University, or teachers of eminence, mostly from Edinburgh. Our attention was especially called to the fact that 'the printed questions and 'written answers of each boy are statedly forwarded (without corrections) to 'his parents or guardians, with a report thereupon by the head master, so that 'these papers form a complete transcript of the daily work of the school, and 'keep parents exactly informed of what their sons are doing.'

Scholars.

The boys belong to the upper ranks of the middle classes, being, as the head master describes them, 'the sons of landed proprietors, judges, officers in the 'army, manufacturers, merchants, etc.' In answer to our inquiry, What difficulty, if any, he found in the discharge of his duty? the head master says, 'The 'chief source of difficulty is wealth. Many of the boys know that they are 'already provided for in life; and hence the want of the spur of necessity to 'compel them to work.' The rules for their guidance in and out of school are very numerous and minute, and are intended to regulate their whole school life,—in their class-rooms, in their amusements, in the retirement of their dormitories, in their intercourse with one another and with their masters, and in their general conduct and deportment. One characteristic common to all or nearly all Scotch boarding schools appears in the Sunday arrangements. The boys belong to different Protestant denominations, and the rule in connexion with their religious services on Sunday provides for this difficulty. 'The pupils,' it says, 'attend the Established Church, the Free Church, or the Church of England, 'as may be arranged between the principal and their parents at the commence-'ment of each session. When attending public worship each section of the pupils 'is accompanied by the principal, the vice-principal, or one of the resident 'masters.'

Cost.

The boys are exclusively boarders. The total numbers on the roll on the day of our visit were 44, and in attendance 40, from ten or eleven, to sixteen or seventeen years of age. The charges for their board and general course of education vary a little according to age:—

Private School, No. IV.

For boys above fifteen on joining the school, 90 guineas per session.
For boys under fifteen ,, ,, ,, 80 guineas per session.

The extra expenses are—

Examinations (in four upper forms), .	£4	4	0	per session.
Fencing, gymnastics, drill, etc., . .	5	0	0	,,
Dancing, ...	2	2	0	,,
Drawing, ...	4	4	0	,,
Singing, ...	1	1	0	,,

The average bill of a boy of ten or eleven years of age is £105 per annum.
,, of a boy of fourteen years of age, . 112 ,,
,, of a boy of sixteen years of age, . 125 ,,

These bills include board and ordinary education, examinations, extra branches, school-books, private lessons (pianoforte, water-colours, etc.), medical attendance, games, and incidents to which all the boys are liable; but not clothing, pocket-money, or travelling expenses.

Examinations.

There were present, we have said, 40 boys on the day of our visit. We had free leave to examine them *viva voce* and on paper. In classics, all the boys were learning Latin in six divisions, and 34 of the whole number were learning Greek. The numbers in each division were necessarily small, from 5 or 6 to 10, the maximum number being limited to 15. This is perhaps too few for life and emulation among the boys, and is rather dull work for a teacher, but it allows pains to be taken with each member of a class, and no one has a chance of being overlooked. The two highest Greek classes were reading Xenophon and the *Iliad*, and their translation and parsing were accurate. In Latin, they were reading Horace and Livy.

Two of the junior divisions, consisting of 4 boys each, were examined in the *First Latin Reader;* a third division of 9 boys was examined in Cæsar, and an intermediate class in Sallust and Greek Grammar. The teaching of Latin and Greek in all the classes was very fair. The juniors, on the whole, seemed more interested in their work than the seniors; and the general impression given was one of painstaking and accurate teaching, rather than of energetic application on the part of the boys.

An English paper was set to 11 boys. It contained questions on derivation, parsing, etc., together with a subject for an essay. Here, and in all the paper work done by the boys, the effects of the written examinations to which they were accustomed were visible. There was great neatness in the actual form in which they were done, and an examiner's part was very much lightened by the clean and good writing. On the other hand, whilst there was a certain fluency and ease of expression, there was a want of strength and originality, a good deal of padding and of conventional phrases, but not much thought. With all this, however, the advantage of frequent written examinations was apparent, and it would naturally have come out more strongly had the paper been confined to questions requiring precise and definite answers than it did when the boys were allowed the greater range and license of an essay. The total number of marks attainable was 100. The three highest boys had 35, 33, and 30 marks, the three lowest, 10, 15, and 20, and the average was 25. The age of the boys was from fourteen to seventeen, most of them being sixteen.

A paper was also set to 13 boys on Euclid, confined wholly to the first book. The age of the boys was from thirteen to sixteen. The highest number of marks gained was 40 out of a 100, and the average was 24.

Two papers in French were set, one to 4 senior boys and the other to 7 junior boys. The best of the 4 seniors got 75 marks out of 100; and the best of the juniors 66 out of 100.

Last of all, the sixth form was examined by their own master in English analysis, derivation, etc. The text-book was the Prologue to the *Canterbury Tales*. It struck us that more interest was displayed here than in any other part of their work by the boys. One reason for this might be that English literature, composition, and, generally speaking, the higher branches of English, were the specialty of one of the head masters, who devoted himself chiefly to this department. The teaching was minute, scholarlike, and interesting.

No. V.

Private School, No. V.

History.

This school, which is probably the oldest boarding school in Scotland, has been in existence for about forty years. During this time it has been under four different head masters, and the good-will of the school, as of an ordinary business, with class-rooms and school furniture, has been transferred from one person to another. The main building is an old castle, which serves as the dwelling-house of the head master, and has accommodation besides for about 70 boarders. Certain historical and literary associations connected with its proprietors in past ages give a kind of interest to the place, and in a measure supply the lack of school traditions common to all Scotch institutions of this kind.

Buildings.

Besides the main building, and at a short distance from it, there is a separate house which can accommodate 15 or 20 boarders. To the castle there have been added excellent class-rooms, a common hall, a gymnasium, swimming-bath, lavatory, etc. Altogether, there is accommodation for between 80 and 90 boarders, and the class-rooms, according to the recognised limit of eight square feet for each scholar, are sufficient for 170 boys. This is independent altogether of the gymnasium, which has been fitted up as a writing-room, and is 74½ feet long by 17 wide, and of the common hall, which is 40 feet long by 19½ wide.

There is a playground of six acres. It and the buildings are rented on lease, and this is the case generally with the Scotch boarding schools that came under our notice. The boys are confined, as a rule, within the limits of the grounds, but leave is also granted to range over the country within certain bounds.

Masters.

Besides the head master, there are seven others, who devote their whole time to the school. Three of the seven are resident. The head master and two of the others are graduates of London, Oxford, and Edinburgh respectively. The rest have had University or Normal-school training. There is also a number of visiting masters for special branches, including lecturers on chemistry and natural science.

Scholars.

The boys are very much of the same class as in the last school, and are described as the sons of 'country gentlemen, naval and military officers, professional 'men, and merchants.' Many of the boys are sent to this and other boarding schools for a year or two, in order to finish their education, and no inconsiderable proportion consists of boys whose previous education has been neglected. In answer to our inquiry, 'What difficulties, if any, do you find in the discharge of 'your duty?' the head master says, 'One difficulty is, that boys are too late in 'being sent here, and in general are very insufficiently prepared. No doubt this 'in part arises from the fact that the small classes and close supervision afford 'advantages which parents wish to avail themselves of for boys whose education is defective. When they find their sons near the end of their school 'course unfit to begin professional or commercial work, they send them here, in 'the hope that one session may correct the faults and supply the defects which 'are the result of years of indolence and neglect. Another difficulty is the desire 'on the part of many parents to have their son's education finished at as early an 'age as possible, and therefore to narrow its range to subjects of immediate practical service on leaving school.

During the course of the session each class is examined by its own master on paper once a quarter. Twice a year the upper division of the school is examined and reported on by persons selected by the head master. Only the reports at the close of the session are published and forwarded to the parents. The head master is of opinion that these examinations are sufficient, and that no further advantage would result from the school being examined annually and publicly reported on by other examiners.

At the end of their course the boys go mostly to commercial pursuits at the age of sixteen or seventeen. Five on an average go annually to college, and several of these have gained good places in Glasgow and subsequently in Oxford. Two of them have gained Snell Exhibitions within the last five years, and within the last two years, two boys who had been trained at the school, and had afterwards spent two sessions at a Scotch college, gained first-class honours in the final school at Oxford. Several others within the same time, the last five years, have passed the examination for direct commissions in the army, but no boys have been prepared for the Civil Service in India without supplementary aid.

Private School, No. V.

Cost.

The cost of education is as follows :—

For day-scholars (of whom there are only six in the school), £5, 5s. a quarter (including the use of school-books).

For boarders, 80 guineas per annum for boys entering under sixteen, and 90 guineas for boys entering above sixteen.

The following subjects are not included in these charges :—

Hindustani,	£2	2	0	a quarter.
Fencing, gymnastics, and drill,	1	1	0	,,
Landscape drawing,	1	1	0	,,
Dancing,	1	1	0	,,
Pianoforte,	3	3	0	,,

And the necessary extra expenses are—

Medical attendance,	£1	1	0	per annum.
Seat in church,	1	0	0	,,
Subscription to library,	0	5	0	,,

Subscription for games and clubs (a variable sum, according to age).

The average bill of a boy of ten or eleven is £100 to £104 per annum.

The average bill of a boy of fourteen or sixteen is £116 to £120 per annum.

This includes board, washing, education (including stationery and school-books), at least two extra classes, travelling expenses three times a year, pocket-money, suits for cricket and football, new clothes (in part).

Organization.

On the day of our visit we found 91 boarders and 6 day scholars, but the latter are in future to be discontinued. As a rule, parents prefer boarding schools where all the boys are boarders, and the schools in which this is the case take care to bring it forward in their prospectuses as an especial recommendation. These 97 boys were divided into six forms, classics being the basis of division, and all the studies to some extent depending on a boy's proficiency in Latin,—a fourth form boy in Latin is also a fourth form boy in arithmetic, French, etc. This rule, however, has frequent exceptions, and the numerous classes in a properly equipped boarding school afford some advantages over most day-schools in this respect. We subjoin the general time-table of the classes on the day of our visit, the numbers learning each branch taught in the school, and the amount of work that had been done during the first five months of the session.

Hours.	1st Class.	2d Class.	3d Class.	4th Class.	5th Class.	6th Class.
9-10.	Latin.	Latin.	English.	Mathemat.	Latin.	Latin.
10-11.	Do.	Do.	Latin.	English.	Mathemat.	Do.
11-12.	English.	English.	Do.	Latin.	Latin.	Mathemat.
3-4.	Do.	Do.	Arithmetic.	Greek or German.	Greek or German.	Greek or German.
4-5.	Writing.	Writing.	Writing.	Latin.	Latin.	English.
5-6.	Arithmetic.	Arithmetic.	French.	Writing.	English.	French.

Total numbers in school 97, of whom there were—

In English,	97	In Algebra,	61
,, Latin,	78	,, Book-keeping,	18
,, Greek,	21	,, Mechanical Drawing,	7
,, French,	77	,, Landscape Drawing,	29
,, German,	36	,, Chemistry,	14
,, Writing,	55	,, Political Economy,	18
,, Arithmetic,	82	,, Animal Physiology,	19
,, Geometry,	61		

Subjects read from beginning of session to 1st March :—

Class VI.—*Latin.*—Horace, *Odes*, Book IV., *Carmen Seculare*, and *Epodes*. Cicero, *De Amicitia*, first 20 chaps. Wilkins's *Latin Composition* and *Elegiacs*. Private reading : Virgil, *Eclogues* and *Georgics*, Book I.

Greek.—Herodotus, *Clio*, 50 chapters, and Composition.

English.—*Macbeth* (Chambers's), 47 pp. Adams's *Grammar*, pp. 157-206.

Smith's *School History of England*, to the end of the reign of Henry VI. Mackay's *Geography*—France. Private School, No. V.

French.—De Fivas's *Grammar*. Molière, *Bourgeois Gentilhomme*, Acts I.-III. De Porquet's *Trésor*, Exercises i.-xxx.

German.—Tiarks's *Grammar and Exercises*. Ahn's *Exercises* (Tell).

Mathematics.—Geometry, Books IV. and V. Algebra (Colenso), Surds and Quadratics.

Class V.—*Latin.*—Virgil, Book V., 500 lines. Arnold's *Latin Prose*, Exercise 30 to the end. *Roman History* (Smith), first 3 chapters.

Greek.—Grammar, to end of Irregular Verbs. Smith's *Initia Græca*, Exercises 1-39. Xenophon's *Anabasis*, Book I., chapters 3.

English.—Scrymgeour's *Extracts of Poetry*, Part I., pp. 175-199. Morell's *Grammar*, pp. 1-63. *History* (Chambers's Modern), pp. 83-181, with review of earlier period. *Geography* (Anderson's), pp. 106-139.

French.—De Fivas's *Grammar*. Havet's *French Studies*, Lessons 1-17.

German.—Tiarks's *Grammar and Exercises, and Reading Stories*. Ahn's *Exercises*.

Mathematics.—Geometry, Book I. and II. Arithmetic, Vulgar and Decimal Fractions (Colenso). Algebra (Colenso), to end of Simple Equations of one Unknown Quantity.

Civil Class.—For those who do no Classics, or only Latin, and for one hour.

Book-keeping and Commercial Correspondence.

Political Economy (Chambers's), pp. 1-110.

Animal Physiology (Chambers's) pp. 1-66.

Class IV.—*Latin.*—Ovid (Eton Extracts), *Medea, Ariadne, Œnone, Dido;* (Arnold), Part I., Exercises 1-30.

Greek.—*Initia Græca*, pp. 1-34.

English.—*Advanced Reading Book*. Morell's *Grammar*, pp. 1-27. *British History* (Collier), Henry VIII. to the Execution of Charles I. *Geography*, Scandinavia, Russia, Germany, Austria, Prussia (special reference to recent changes).

French.—De Fivas's *Grammar*, pp. 1-117. Hall's *Course*, Exercises 1-96. Caron's *Rend*, 1-100.

German.—Tiarks and Ahn.

Mathematics.—Geometry, Book I., propositions 1-20. Alegbra, to end of Multiplication. Arithmetic, Vulgar Fractions to Division (Colenso).

Class III.—*Latin.*—Cæsar, Book IV., chapters 1-22. Henry's *First Latin Book*, whole.

French.—De Fivas, to the end of conjugations. Hall's *Course*.

Arithmetic, to the end of Addition of Vulgar Fractions.

English.—Series of Lessons. Morell's *Essentials of English Grammar*. Collier's *British Empire*, pp. 49-226. Mackay's *Geography* (Junior), pp. 5-18.

Class II.—*Latin Grammar*, to end of first thirty rules of Syntax. Smith's *Principia Latina*, Exercises 1-35. *Delectus*, first 8 pages.

English.—Nelson's *Senior Reader*. *Pictures from English History* (Collier).

Arithmetic.

Class I.—*Latin Grammar*, to the end of conjugations. *Principia Latina*, pp. 1-21. Anderson's *Geography*. Douglas's *Grammar*. *Standard Reading Book*, VI. *History of Scotland* (Mackenzie).

Arithmetic.

In the *Classical Department* there were six divisions. Twenty-six was the largest and four was the smallest number in any one class. The attainments of the boys were moderately good. We were allowed to examine the classes ourselves, and did not hear the teaching of any of the masters. The juniors had been well drilled in grammar, but the effects of early neglect, to which the head master especially referred as a difficulty which he found in the school, were visible in some of the senior boys and divisions. The highest class of all, 4 in number, was reading Horace. There were three Greek classes, containing 21 boys in all. The highest was reading Herodotus, of which they knew the translation moderately well. Examinations.

In French there were papers set to a selected number of boys, 7 in all. The number of marks attainable was 200. The average gained was small, and the highest was 30. In an English paper set to 17 boys, the number of marks attainable was 150. Two of the papers, one on history and one on literature, were good, the numbers gained being 150 in the one case, or full marks, and 100 in the other. The average of the whole was 46. In algebra, a paper was moderately well done.

No. VI.

Private School, No. VI.

This school is situated in a country town. It was built expressly for its present purpose, and all the arrangements of class-rooms, dormitories, etc., are good. There is a playground of about an acre in extent, with a gymnasium, and there is a field of about half-a-dozen acres five minutes' walk from the school, to which the boys have access for cricket and other amusements.

Buildings.

Masters.

The head master is a graduate of a Scotch University, and is a teacher of experience. Two of his assistants have had a University and Normal-school training. The French and German master is a graduate of the University of Paris, and the drawing master was educated for his profession at a school of art. Altogether, there are ten teachers, four of whom devote their whole time to the school; the rest are visiting masters.

Scholars.

The boys are partly day-scholars and partly boarders. There are 70 of the former, and 15 of the latter; in all, 85. They belong exclusively to the middle classes, and are described as the sons of country gentlemen, professional and mercantile men. They are divided into two main sections, junior and senior. In the junior, which consists of three classes, the boys are from six to ten or eleven years of age. In the senior, or classical course, they are from ten to fifteen; only one or two were above that age.

Cost.

The cost of education for day-scholars (with the subjects taught) is as follows :—

Junior Department.

Class I.—Sessional fee, £3.—Alphabet and reading, spelling, lessons on objects, Scripture narratives, etc.

Class II.—Sessional fee, £5.—Reading, spelling, the elements of grammar and geography, mental and slate arithmetic, writing, Scripture biographies, etc.

Class III.—Sessional fee, £6.—Reading, spelling and writing to dictation, grammar, exercises in composition, history, geography, writing, arithmetic, etc.

Senior Department.

Class I.—Sessional fee, £8.—Lessons in literature and science, elocution, dictation, grammar and composition, English history, physical and political geography, writing, arithmetic, Latin.

Class II.—Sessional fee, £11.—Advanced lessons in literature and science, elocution, dictation, grammar and analysis, composition, modern history, physical and political geography, writing, arithmetic, Latin, French.

Class III.—Sessional fee, £13.—Analysis of English poetry, grammar and composition, elocution, physical and political geography, writing, arithmetic, French, Latin, Roman history and antiquities, classical geography, Greek.

Class IV.—Sessional fee, £15.—The history of the English language and literature, grammar and analysis of English poetry, book-keeping, Latin, Greek, Greek and Roman history and antiquities, classical geography, algebra, geometry and trigonometry, French, German.

A charge of two shillings quarterly is made for stationery, etc.

The charge for boarders varies according to the boys' ages.

For boys under nine years of age, . . .	40 guineas.
„ from nine to twelve, ...	50 „
„ above twelve, ...	60 „

Books and stationery are charged in addition.

The average bill of a boy of ten or eleven is about £57 per annum.
„ „ „ of fourteen or sixteen is about £70 per annum.

This includes board and education, text-books, stationery, tailors' and shoemakers' bills for repairs, and, in the case of the elder boys, music.

There are quarterly written examinations of the school, conducted by the teachers themselves, and an annual public examination at the end of the session. In answer to our inquiry, 'Would it in your opinion be an advantage or otherwise if your school were examined annually, and publicly reported on by independent examiners?' the head master says, 'It would be a decided advantage,' and is of opinion that such examiner should be appointed either by the Universities or a competent central board.'

On the day of our visit there were in attendance 71 boys, of whom about 40 belonged to the senior division. We confined our examination of the school mainly to them. In Latin there were five classes, and in all of them we found careful teaching. The scholarship was not high in any of them, but there was considerable interest shown in their work, and accuracy so far as their knowledge went. In English a paper was set to 14 boys. It allowed a choice of subjects, either historical or descriptive. Half of the boys chose a period of history—the Reformation or the Commonwealth; and half gave an account of one or other of Sir Walter Scott's novels. The time allowed was three-quarters of an hour, and the total number of marks attainable was 75. The highest number gained was 60, the lowest 20, and the average was 38. The spelling was the weak point in the English papers; in one or two cases it was very bad. The writing throughout was fair.

A paper was also set in arithmetic and in algebra. The number of marks attainable in each case was 100; the highest gained was 35 in algebra, and 30 in arithmetic, and the average in the former was 20 and in the latter 27. The work was neatly done and accurately, as far as the questions were attempted. A French paper was done moderately well. The general impression given by the whole examination was, that the school was very carefully attended to in all its details, external and internal, by the head master, and that a considerable amount of success attended his efforts. The day-scholars seemed to be a good element in the school. They belonged to the same classes, socially speaking, as the boarders, and somehow they seemed to give a good admixture of steady workers beyond the proportion generally to be found in purely boarding schools.

No. VII.

Private School, No. VII.

This school has been in existence for twenty or five and twenty years, and passed into the hands of its present proprietor a short time ago. The buildings consist of a modern mansion, adapted to their present purpose, and with very excellent arrangements both within and without. The school is surrounded by about thirty acres of ground, partly for play and partly for more utilitarian purposes. The whole is the property of the head master. There are in all four class-rooms, for the ordinary work of the school, capable of accommodating about 100 boys. There are besides two studies, a tutor's room, a bath room, and an excellent gymnasium.

Buildings.

Masters.

There are five masters, who devote their whole time to the school. All of these have had a university education. There are also visiting masters for special branches,—drawing, fencing, etc.

Oxford Local Examinations.

The specialty of the school is, that the head master prepares his boys for the Oxford Local Examinations, which he thinks give a definite tone and aim to the teaching, and supply a want in our schools, both public and private, an examination, namely, conducted by independent examiners, totally unconnected with the school.

In connexion with this subject we may mention, that the head master considered that the first steps taken in starting these Oxford Local Examinations had been unfortunate, and had given a false impression of their nature. The impression was, that they were intended exclusively for boys who did not mean to proceed afterwards to any university, but who wished to have a university *imprimatur* on the quality of their school education. In consequence of this impression, the larger and influential public schools from the first took no part in the examinations. Recent steps may do much to raise and modify their character. Scholarships have been offered in Balliol College, Oxford, and elsewhere in the English universities, for the successful candidates, and the fact of a boy's going up to these examinations need no longer be proof that his education is finished, but may signify his wish to test himself by a sort of entrance examination as to his abilities and chances of success either in Oxford or Cambridge.

The original name also, 'Middle-Class Examinations,' was unfortunate. The head master would like the local examinations extended to Scotland. Our own local examinations, he thinks, have proved a failure. They have not been taken up in influential quarters. Our chief schools have declined to send their scholars to them, and the universities have rather damped than encouraged them. But if Oxford were to carry them into Scotland, and appoint one or more centres at which Scotch schools could be examined, he is of opinion that their success would be great.

Scholars.

The following list shows that the boys of the school have not been unsuccessful at these examinations :—

1861. Two boys passed, one of whom gained Lord Derby's prize.
1862. Two boys passed with honours.
1863. One boy passed the senior examination, and received the title of A.A. (Associate in Arts).
1864. One boy passed as a senior candidate, and received the title of A.A.
„ Four boys passed as junior candidates.
1865. One boy passed the senior examination, and received the title of A.A.
„ Three boys passed the junior examination.
1866. One boy passed as a senior candidate, and received the title of A.A.
„ Five boys passed as junior candidates.

The number of scholars on the day of our visit was 50. They are all boarders drawn from every part of the country, and belong to the middle classes, being the sons mostly of professional men and merchants.

Cost.

Per annum.

The charge for board and education for a boy under twelve is 60 guineas.
„ „ „ for a boy above twelve is 70 „
Books and stationery cost 4 guineas a session, and music, drawing, and fencing are not included in the general course of study.

The average bill of a boy of ten or eleven years of age is . £70 to £75.
„ „ of a boy of fourteen or sixteen „ „ . 75 „ 80.
This includes board, education, and a few small items.

The 50 boys were studying the following branches :—

Latin,	50
Greek,	21
Writing, Drawing, Dancing, Drill,	50
Arithmetic, algebra, and mathematics,	48
English,	50
French,	36
German,	3

Most of the classes were examined either *viva voce* or on paper. The general result was satisfactory. In the senior classes especially, the effect of the Oxford Local Examination was visible in the style of teaching and the subjects taught. In the main the effect was favourable, both in giving a definite aim and object to the teacher, and making the boys interested in their work, in the prospect of an exciting and, to them, important examination.

At the same time, it was observable in classics, for example, that something was sacrificed to quantity rather than quality, and that there was no great nicety of scholarship. Thus in Horace the boys translated very well, and parsed very fairly, but not one of them could scan a line of the ordinary metres. This was the case also in Virgil. Without advocating the utility of Latin verses, which is indeed a waste of a boy's time, a knowledge of quantity is still an absolute necessity.

The papers on arithmetic and English were well done. The attempt at Latin prose was a failure. French was the weak point in the school. On the whole, we repeat that it was in an efficient state in most of the departments, and the head master gave a tone of enthusiasm on questions of education to his subordinate teachers.

No. VIII.

Private School, No. VIII.

This is a mixed school for boarders and day-scholars. The dwelling-house has been adapted to suit the requirements of the former. The school-buildings, which are a short distance from the house, were erected a few years ago, expressly for their present purpose. They stand in grounds of about five acres, and these, with a gymnasium and covered shed, afford a good playground both in wet and dry weather.

Buildings.

Masters.

There are three teachers, the head master, an assistant, and a teacher of French and drawing. The first two are graduates of Edinburgh. The third is a Frenchman, who has long resided in this country.

The school has been in existence for several years, but has only recently come into the possession of the present head master. The numbers, therefore, are not very large. There were present on the day of our visit 45 boys, of whom 15 were boarders, and the rest day-scholars.

Cost.

The charge for day-scholars in the junior English section is £3 a session, and in the senior English section, £4, 4s., and with classics and mathematics £8, 8s. a year.

The charge for board and education is from £40 to £55 a year, according to age. The only necessary extra expense is £3 for washing. Drawing, French, music, are also extra, but optional. The fee for each of the first two is £1, 1s. a quarter, and for music £1, 12s. 6d. a quarter.

The average bill of a boy of ten or eleven is about £45; of a boy of fourteen or sixteen, about £55.

This includes *for a boy of ten or eleven*—				*For a boy of fourteen or sixteen*—	
Board and education,	£40 0 0		Board and education,	£45 or £50	
Washing,	3 0 0		Washing,	3 ,,	3
Books,	0 15 0		Books,	1 ,,	1
French, drawing, or dancing,	1 1 0		Extras,	1 ,,	1
	£44 16 0			£50 or £55	

Scholars.

The boys belong to the middle and upper classes, and are described by the head master as sons of ministers, doctors, bankers, farmers, manufacturers. The present head master has not as yet organized any system of written examinations during the session, but the school is examined at the end of the year by masters from the Edinburgh High School or Academy. In regard to the appointment of independent examiners who should annually report on the school, the head master would approve of such examinations, to be conducted by 'practical 'educationists' (schoolmasters or professors we presume), 'appointed either by the 'Senatus of a University, or by the Educational Institute, or by both conjointly.'

Examinations.

We found 36 boys learning Latin, 4 boys learning Greek, 7 learning French, and 8 drawing. The whole of these together, with the rest of the school, were learning the ordinary branches of an English education. The Latin boys were divided into four classes, beginning with Rudiments and Delectus, and going to Virgil and Livy. The English way of pronouncing Latin was followed. There is no rule on this subject in our Scotch private schools. All the public schools, except the Edinburgh Academy, Glenalmond, and the Glasgow Academy, follow the Scotch and continental fashion. The private schools are pretty equally divided in their practice.

The examination in classics was altogether *viva voce*, and the work in each class was fairly done. In one class we were struck with the length of the lessons prescribed by the teacher, five chapters of Cæsar, and here only we found a considerable amount of inaccuracy in the translation.

In arithmetic, the boys were also examined *viva voce*, and did well in everything, except notation. A paper was set to 10 of the senior boys, from twelve to sixteen years of age. The full value was 135 marks. The highest number of marks gained was 48, the lowest 10, and the average 27. All the work, however, was done with remarkable neatness and care, and in nearly every case the questions attempted were done correctly. Probably the average would have been higher had the boys been accustomed to written examinations.

The English and French classes were also examined. To the former two papers were set, one on history, the other on grammar; the full value of the history paper was 50, and of the grammar paper 100 marks. The average gained in the former was 25 or a half, and in the latter the best boy had 48 marks, and the lowest 15. The English reading was very bad.

The French teaching was moderately good in itself, but not much appreciated apparently by the boys. Perhaps the hardest place to fill in our schools is that of teacher of modern languages. The tone of the school was fair, but the boys, though not rude, seemed forward.

Private School, No. IX.

No. IX.

This school was established about five years ago, and was designed to furnish education of a higher character than that which was provided in the middle-class school in the neighbouring burgh. Some of the leading people, it appears, were dissatisfied with the condition of the burgh school, and determined to establish a private school for themselves. They accordingly persuaded the present head master to open this school. It is both a boarding and a day school, having accommodation for 12 boarders, and two school-rooms large enough to contain 97 scholars. As the school is a private school, we did not procure a note of the salaries of the teachers.

Finance.

The rate of fees is as follows:—

Terms for Day Scholars.

	Per Quarter.
English, classical, mathematical, and commercial branches,	£2 10 0
Extra Classes.	
French,	1 1 0
German,	1 1 0
Drawing—landscape,	0 10 6
,, mechanical and engineering,	0 10 6
,, water colour,	0 15 0
Music—class singing,	0 10 6
,, instrumental,	1 1 0
Fencing, etc.,	0 10 6
Dancing and deportment, per course of 24 lessons,	1 11 6

Terms for Boarders.

	Per Session.
Under fourteen years of age,	£45 0 0
Above,	50 0 0

These rates include all charges for board and education, with the exception of the extra classes.

Each pupil is provided with a separate bed, and for advanced pupils separate rooms may be had.

All school fees are payable quarterly in advance. The quarterly terms are 15th September, 1st December, 15th February, and 8th May.

From this it would appear that a day scholar can be educated for £10 per annum in the ordinary branches. If, however, he should desire to learn French, his education will cost £14, 4s. If German also, £18, 8s., and if drawing be included, his school fees will amount to £20, 10s. From this it is manifest that here, as at most private schools, the extra branches are charged at a higher rate proportionally than the ordinary branches, and at a much higher rate than at the public middle-class day schools.

Buildings.

The site of the school is good, and it appears to be healthy. The buildings are suitable, but the arrangements for boarders are too small for the demand. The two school-rooms are new, and are good airy buildings. The furniture is satisfactory. The playground is rather small, being only about one-fourth of an acre.

Teachers.

The staff of teachers consists of a head master and two resident assistants, besides the visiting masters. The head master was educated at Edinburgh University, and studied some time at the Free Church Normal School. Both the assistants were trained at the Free Church Normal School.

Scholars.

The day scholars come from the middle classes in the neighbourhood, the boarders are drawn, some from the neighbourhood, some from England, one from Germany, and one from the Mauritius. The following tables show the ages and the professions of the fathers of 10 of the day scholars and 10 of the boarders:—

Private School, No. IX.

DAY SCHOLARS.

No.	*Age.*	*Occupation of Parents.*
1	15	Clergyman.
2	14	Brewer.
3	15	Doctor.
4	13	Merchant.
5	14	Coalmaster.
6	9	Doctor.
7	11	Clergyman.
8	9	Retired from business.
9	7	Farmer.
10	13	Stone merchant.

BOARDERS.

No.	*Age.*	*Occupation of Parents.*
1	15	Merchant.
2	16	Civil engineer.
3	15	Do.
4	14	Manufacturer.
5	14	Landed proprietor.
6	14	Railway contractor.
7	13	Merchant.
8	14	Do.
9	12	Doctor.
10	13	Merchant.

Boys are admitted to the school when they can read a simple narative. They come at all ages, and leave generally to go into banks and offices. None, so far, have gone to any university.

Organization.

The school is at work for forty-three weeks each year. The manner in which it is arranged may be gathered from the following portions of the prospectus:—

In the junior classes particular attention is paid to reading, spelling, English grammar, and composition. Short written exercises in one or other of these subjects are given daily to enable the pupils to express themselves with precision and accuracy, and to give them a command over their mother tongue. The general geography of the continents, in detail the geography of Great Britain and Ireland, with their colonies, the countries of Europe; an outline of physical geography; the histories of Rome and Great Britain and Ireland also form part of the English course for these classes. A thorough knowledge of the principles of arithmetic, and accuracy and despatch in the application of them, are expected of pupils during their progress through these classes. The Latin rudiments form a regular part of the class work for each session, while the pupils translate during successive sessions from Dr. Bryce's *Latin Reader*—Cæsar and Ovid, Virgil and Horace.

In the senior classes: the English language and its literature in its historical development; a minute analysis of the works of some of our principal authors, both in prose and verse; geography in its physical and political aspects; the history of Modern Europe; the British Constitution; and a weekly essay, comprise the principal features in the English course.

The elements of algebra, Euclid's *Elements of Geometry*, mensuration, and the higher branches of arithmetic, form the mathematical course.

The elements of natural philosophy and chemistry are also taught to these classes.

In Latin: Horace, Cicero, and Livy are translated; and considerable time is given to Latin composition.

In Greek: the grammar forms a daily lesson, while Xenophon's *Anabasis*, the New Testament, Homer, and Thucydides are successively read.

French and German are taught so as to make them practically useful in con-

Private School, No. IX.

Examinations.

versation and business correspondence, while for those who wish it, a fuller examination of the language is gone into.

Systematic instruction is giving in drawing and music, and it is hoped that these important branches will be taken advantage of from the commencement of the course, as it is only by such means that real progress can be attained.

The head master was good enough to permit us to take the school into our own hands, and examine it in any of the branches that were taught. We found that the total number in the school was 40, of whom 12 were boarders, and there were 39 in attendance. The school is divided into the following classes :—

Subjects.	*Classes.*	*Numbers.*
English, ...	4	40
Latin, ...	3	14
Mathematics, . . .	3	15
French, ...	2	16
German, ...	1	5
Arithmetic and Writing, .	3	40
Drawing, . . .	1	23

In English we examined the 2d, 3d, and 4th classes, the two first *viva voce*, the 4th on paper. The reading and spelling of both the junior classes were indifferent. Grammar, geography, and history were well done. The English paper set was that which contained questions on grammar, history, literature, and geography. This was very badly answered. The following table will give some idea how the work was done. The average age is above fourteen, so that youth can hardly be pleaded as the reason. The average length of time at school is over two years; want of opportunity, therefore, can hardly explain it. The teaching in the school appeared to be good enough, if the material to be worked on was good. But in all private schools there is always this great difficulty to be overcome, viz., that the best boys do not go to private schools, but they are apt to be filled by scholars who have not done well at former schools, or whose education has been neglected.

English Paper.—Maximum 250. *Average* 8.

No.	*Age.*	*Years at School.*	*Classes.*	*Marks.*	*Remarks.*
1	14	2¼	4	0	Spelling very bad. Account of 'Paradise Lost,'—'Milton describes man's first disobedience, his fall and overthrow, his tril and faliur to regain heaven, and his description of the fight.'
2	15	1	5	5	Grammar bad. Account of Julius Cæsar given, but very poor.
3	16	1	4	30	Grammar bad. Answered a few questions in history.
4	14	5	5	5	Grammar bad. Geography,—Venice in Greece, Frankfort in Austria, Genoa in Spain, Liege in France.
5	14	0¾	5	0	Grammar bad. Spelling, — 'Writting,' 'nueter.' Derivation,—'Geography is derived from *geo*, the earth; and *graphy*, the form.'
6	13	3	6	17	Grammar indifferent. A few derivations correct.
7	13	3½	5	10	Grammar indifferent. Answered tamely one question in literature.
8	14	1½	6	5	Grammar bad. Spelling,—'Forteen,' 'indefinate,' 'infinative.'
9	14	1	4	5	Grammar bad. Spelling, — 'Traverlar,' 'paridise,' 'conspritors.'

In Latin the junior class was examined by the teacher and did pretty fairly, but did not answer with any confidence. In the higher class two boys were examined *viva voce* in Virgil, but did not acquit themselves very ably. They seemed unable to master difficulties. Two other boys in this class wrote out a translation from part of the *De Amicitia*, and answered a few simple grammatical questions. Both papers were very indifferently done, and were full of mistakes both in translation and grammar. Private School, No. IX.

e.g., *Fateatur*, 3d sing. pres. sub. *Fateo : ii, ere*, 4th conjug.
Oporteat, „ „ „ *Oporteo : ivi, itum, ere.*

When the highest class in the school answers in this way, it seems very doubtful if it is of any use teaching Latin at all in such a school. The boys who learn Latin in this manner do not even acquire the accuracy of mind that classical education is calculated to produce.

Four boys did an elementary French paper,—only one did well, but his was a remarkably good paper. He was a foreigner, from the West Indies, who had learned French abroad.

Eight did a paper in arithmetic. These boys were rather younger, but the average age was between twelve and thirteen. The paper was not well done. The highest marks gained only amounted to 30 out of 200, and the average was 14½. In Euclid and algebra very fairly good papers were done by 8 boys. Algebra seems decidedly the strong point in the school, but in these papers the spelling was very indifferent.

In several cases serious mistakes were made in the spelling of the names of the classes attended, *e.g.*, 'writting,' 'gramer.'

The general impression left on our minds by the examination of this school is that algebra is very well taught and learned, Euclid very fairly, but the rest of the work is indifferent, and the spelling bad. The cause of this must be in the material on which the teacher has to work. He appeared to us to be well qualified to teach good classes, and his method of communicating history and geography to the junior classes was more than usually interesting. But the result, as shown in the paper work, was far from satisfactory. Remarks.

Private School, No. X.

No. X.

This is a mixed school, attended partly by day scholars, partly by boarders. Both boys and girls attend. As, however, they were kept quite distinct from each other, and as by our instructions we were directed to visit boys' schools only, we did not get returns from the girls' department, nor did we visit their school.

The school is an elementary one. The teacher does not profess to prepare scholars for the universities. Fourteen and fifteen is the average age at which pupils leave the school, and they go for the most part to offices, or to the higher and more advanced schools in towns.

Buildings.

The situation of the school is good, and externally the house looks comfortable. The schoolrooms, however, are small,—too small indeed for the numbers. The furniture is good, and kept in excellent repair. There is a playground of limited extent, 70 feet by 50, contiguous to the school and another for the boarders of about the same size. There were only six boarders.

Finance.

There are of course no endowments, bursaries, or scholarships. The terms are as follows :—

First class,	£0	12	6	per quarter.
Second class,	0	17	6	,,
Do. (with writing and arithmetic),	1	1	0	,,
Third class,	1	2	6	,,
Fourth class,	1	5	0	,,
Fifth class,	1	7	6	,,
Latin,	£0	10	6	,,
Greek,	0	10	6	,,
German,	1	1	0	,,
French (elementary),	0	15	0	,,
Do. (more advanced),	1	1	0	,,
Mathematics,	0	10	6	,,
Book-keeping,	0	10	6	,,
Drawing,	1	1	0	,,
Fencing and gymnastics,	0	12	6	,,
Dancing,	1	6	0	,,

Matriculation fee, per session, payable at entry, for coals, maps, etc., 3s. 6d.

Some of the above branches, when taken separately, are charged at a higher rate.

When three of the same family attend, a deduction is made, and when four attend, the fourth is not charged.

The cost of education of day scholars may be estimated in the following way:—

A boy under eight years of age, in first class, learns elementary English, alphabet, reading with explanation, spelling (1st and 2d Reading Books), initiatory catechism, and for these the fees are £2, 2s. per annum.

A boy between eight and twelve, in the third class, learns reading, spelling, (M'Culloch's Series), derivation of words, New Testament and Catechism, junior history, grammar, geography, writing, and arithmetic. For this his fees are £4, 10s. per annum. If he takes drawing in addition, the cost is £8, 14s.

A boy in the fourth class, aged twelve, gets a good course of English, including arithmetic and writing, for £5 per annum.

As extras, he will probably learn Latin,	£2	2	0
Elementary French,	3	0	0
Drawing,	4	4	0
	£9	6	0
English,	5	0	0
	£14	6	0

A boy in the fifth class, age about fifteen, will get a complete course of English,

including writing to dictation, English composition, elementary sciences, and map drawing, for £5, 10s.

As extras, he will probably take—

Latin,	2	2	0
Greek,	2	2	0
Advanced French or German,	4	4	0
Book-keeping or mathematics,	2	2	0
Drawing,	4	4	0
	£14	14	0
English,	5	10	0
	£20	4	0

£20, 4s. is the maximum that a boy in the most advanced class would be likely to cost for his education. This does not include music, gymnastics, or dancing, all which are taught. If we deduct £4, 4s. from this estimate, on the ground that a boy is not likely to take both drawing and advanced French or German, it will leave £15 as the average cost. But for £15 a boy must give up either drawing or modern languages.

The charge for boarders is as follows:—

Terms, payable quarterly, in advance.

Board and education for pupils under twelve years of age, 40 guineas per session.

Do.	do.	under fourteen	do.	45	,,	,,
Do.	do.	above fourteen	do.	50	,,	,,

The following branches are charged extra:—

Latin, Greek, mathematics, book-keeping, and gymnastics, each 10/6.
French, German, and drawing, ... ,, 21/.
Charge reduced when several branches are taken.
Washing, two guineas per session.

A reduction is made in the case of two or more of the same family. The average bill of a boy of ten or eleven years is from £45 to £50, according to extra branches taken. That of a boy of fourteen to sixteen is £55 to £60. This includes all expenses, except journey money, pocket money, and clothes.

Teachers.

The staff of teachers comprises one graduate of King's College, Aberdeen, two graduates of Edinburgh University. Each of these three masters teaches six hours daily, except Saturday, and teaches the English and commercial branches, classics, and mathematics. A French master, educated at Paris, teaches French two hours a week. Drawing is taught two hours weekly, and vocal music one hour weekly. This for the number of scholars does not seem an inadequate staff. At the same time, in consideration of the high rate of fees, the professional status might be higher, and the time given to modern languages and drawing might be increased. The school meets about forty-three weeks in the year. The drawing master, therefore, gives about eighty lessons in the year, and charges at the rate of rather more than 1s. an hour. That of course in the case of few pupils is a small remuneration. But as in the boys' department alone there are 10 scholars, and there must be many more in the girls', the payment for drawing lessons in the school must be considerable.

Scholars.

There are 70 boys on the roll, and 65 in attendance. They come from nearly all the middle classes of society—the church, law, medicine, army, public service, bankers, manufacturers, and better class of merchants. The following table, prepared for us by the head master, shows the status of the best 15 boys entered on the roll. It is somewhat interesting to notice that nearly 50 per cent. in this list of pupils are the sons of widows.

It seems to corroborate the impression, that such private schools are chiefly supported by scholars whose fathers are dead.

Private School, No. X.

The fathers of the 15 pupils most recently entered on the roll were:—

Officer in Indian army.	Independent gentleman, Peterhead.
In public service, dead.	Merchant in Leith, dead.
Army.	Merchant in Edinburgh, dead.
Manufacturer.	Bookseller.
Officer, dead.	Retired merchant.
Do., do.	Officer, dead.
Independent gentleman.	Merchant in Leith.
Steward of estate, dead.	

Examinations.

English subjects form the basis of instruction. There are five classes in *English*, with an average of 14 in each. There are six classes in *arithmetic*. The work in these classes is apportioned in the following way:—The 1st class as far as simple multiplication, the 2d to compound substraction, 3d, to compound division, 4th, to end of compound rules, 5th, to simple proportion, 6th, to vulgar and decimal fractions, proportion, interest, and stocks.

In *English*, we heard the three junior classes, in which there were 37 present. Three of these had been three years in school, 5 two years, the remainder had come this session.

They read Constable's *Fifth Book*. The whole class seemed somewhat affected by nervousness, and did not read particularly well. Spelling was very good. In history and geography they did very fairly.

In the highest English class, 13 wrote from dictation a piece from the newspapers of the day read,—but not very distinctly or articulately—by one of the assistant teachers. The piece was easy, except that the words 'ayes' and 'noes' occurred in it. These words the boys could not spell; none were quite correct. The general result was that 2 made one mistake, 3 made two, 3 made three, and 5 made four and more.

The teacher examined them in grammar and analysis, but they did tamely and feebly.

In *arithmetic* the teacher made them do some sums upon the board. They worked them smartly, but in rather a free and easy style. The highest class, 7 in number, did a paper. They only had half an hour to do it, so six sums were selected for them in simple addition, practice, proportion, addition of fractions, reduction of money to fractions, and interest. The following table shows the result:—

No.	*Age.*	*Time in School.*	*Marks. Maximum 70.*	*Remarks.*
1.	15	6½	10	Working quite wrong.
2.	14½	4	35	One sum wrong in addition, interest sum quite wrong.
3.	13	8	15	Wrongly stated.
4.	14	2½	25	Ignorant of notation.
5.	16	1	30	Proportion wrongly stated.
6.	14	0	20	Notation wrong, proportion wrongly stated.
7.	14	...	35	Notation wrong, interest quite wrong.

Average 24.

On the whole, the appearance presented by the class in arithmetic was creditable.

Classics.

In *Latin*, there were three classes, numbering 29 in all.

In the highest class there were 10 present, 2 of whom were drafted off to do a *French* paper. The remaining 8 had read the first 140 lines of the first Æneid.

One boy only translated fairly. The others did not do so well. They were hardly qualified to enter the fourth class of the Edinburgh Academy; but they were all but one over twelve years of age. No Greek is taught in the school.

Modern Languages.

There were 7 in *French*, of whom only 2 had been any length of time at it. They did an elementary paper. One was fourteen years of age, and was in his

third session in French. He did the translation from French into English very fairly, getting 35 out of 60 for it. The grammatical portions, however, were not well done. The other boy was nearly fifteen, and was also in his third session. His paper was not so well done. The grammatical questions were very poorly answered, and the translation was wild and inaccurate. Considering that those boys had paid about £10, 10s. each for French, one of them at least had not made very much by it. Private School, No. X.

There is no *German* class at present. In addition to the classes named, there is one class of 4 in geometry, one of 5 in book-keeping, and one of 10 in drawing.

Considering that this is an elementary and a private school, which does not command the *élite* of the boys in the middle class of society, it appears to be well conducted and successful. The tone of the boys, so far as we could judge from a few hours among them, seemed good. Perhaps a higher stamp of assistant teachers might be secured. Remarks.

No. XI.

Private School, No. XI.

This is an elementary day-school, preparatory to the higher middle-class schools. It is a mixed school for both boys and girls, but there are only eleven boys above twelve years of age attending it. The management is entirely in the hands of the proprietor, and he regulates all the internal arrangements both with respect to the teachers and scholars.

Finance.

Upwards of £1200 per annum is spent upon the salaries of the teachers of this elementary school, probably as large a sum as is expended on any elementary school in Scotland, and yet, as the following total shows, the fees, though high for Scotland, are not exorbitant. They are as follows :—

Preparatory class,	£1	1	0	per quarter.
1st and 2d classes,	1	1	0	,,
Do., with writing,	1	11	6	,,
3d and 4th classes,	1	11	6	,,

The above fees include all charges for writing materials, etc.

Extra Branches.

Elementary Latin class, 1 hour daily,	£1	1	0
,, French class, 2 hours per week,	0	15	0
,, drawing class, 3 hours per week,	0	10	6
French and drawing combined,	1	1	0
Gymnastics and drill, 3 hours per week,	1	1	0

Thus the youngest scholars from five years and upwards cost £4, 4s. per annum, and for that they learn the alphabet, singing, physical exercises, reading, with spelling, object lessons, Scripture narratives and biography, oral instruction in the elements of grammar and geography, readings in natural history, and exercises in mental arithmetic. They use Dr. Thomson's First and Second Books, Constable's Third and Fourth Books, and Dr. Thomson's *Catechism for Young Persons.*

The more advanced scholars in the third and fourth classes cost, for English instruction in all its branches, arithmetic, writing, and vocal music, £6, 6s. per annum. Some of the scholars in these classes will probably take lessons in French and drawing, or Latin, in addition to the course, at the rate of £4, 4s. per annum, or £10, 10s. for all branches. Thus, in what are called the public classes of this school, there may be said to be three grades of fees :—

Junior,	£4	4	0	per annum.
Middle,	6	6	0	,,
Senior,	10	10	0	,,

There are also private advanced classes for young ladies at rather higher rates, but as our examination was confined to the public classes of boys and girls, we take no note of the former.

Building.

The building is appropriate to the purposes of a school, and consists of the following class-rooms, containing accommodation for 449 scholars :—

Flats.	Name of Class-room.	Dimensions.	Superficial Area. Feet.
Lower.	First.	24 × 19	456
	Preparatory.	$24\frac{1}{2} \times 16\frac{1}{2}$	404
Middle.	Second.	32 × 17	544
	Fourth.	$31\frac{1}{2} \times 19\frac{1}{2}$	614
Upper.	Writing—1st division.	17 × 13	221
	Do. —2d ,,	$20 \times 14\frac{1}{2}$	290
	Third.	$31 \times 16\frac{1}{2}$	511
Back building.	Hall.	$32 \times 17\frac{1}{2}$	550
			Total, 3590

The playground is very small, a flagged court behind the school building of superficial yards in dimension. It is kept exclusively for the use of the boys, the girls having access to a pleasure garden in front of the school. There is a small covered shed in the playground where the boys can have shelter in wet weather. Private School, No. XI.

The staff of teachers is as follows :— Teachers.

1. Senior master, who was educated at the General Assembly's Model School, was assistant at the Free Church Normal School, and attended classes at Edinburgh University and the New College, Edinburgh. He is engaged for five hours daily, and has been twenty-one years master in the school. 2. The fourth class (boys) master. He was a pupil teacher in Dr. A. Thomson's school, Edinburgh, Queen's Scholar, Free Church Normal School, and studied at the University of Edinburgh. He is engaged for six hours daily, and has been for thirteen years a teacher in this school. 3. The third class master was a pupil teacher in Southern District School, a Queen's Scholar, Free Church Normal School, and studied at University College, London, and Edinburgh University. He is engaged for five hours daily, and has been ten years in this school. 4. The second class master was educated at Mr. Oliphant's school, Edinburgh, and at Edinburgh University. He teaches five hours daily, and has been for nine years connected with the school. 5. The first class master was educated at Shaw's Hospital, was pupil teacher in a parochial school, and was at Mr. Oliphant's school in Edinburgh. He is occupied for five hours daily, and has been four years in this school. 6. The preparatory master was pupil teacher in Dr. Andrew Thomson's school, and was at Mr. Oliphant's school. He teaches five hours daily, and has been three years in this school. Besides these masters, there are teachers for writing, drawing, French, and arithmetic, who have been seventeen, fifteen, twenty-one, and five years respectively connected with the school, and a lady superintendent and governess. The staff, therefore, is a very strong one, both as to numbers and as to previous training; and it is most worthy of notice that the majority of the teachers have been connected with the school for a great many years,—a circumstance which is almost invariably very much in favour of any school.

The scholars are exclusively from the middle class. The following list of the professions or occupations of the parents of twenty, taken in order from the roll, indicates the social position of the parents :— Scholars.

Occupation of Parents.	*Occupation of Parents.*
Professor, Edinburgh University.	Manager of bank.
Secretary of Water Company.	Hotel-keeper.
Writer to the Signet.	Master cabinet-maker.
Lawyer.	Master carpenter.
Surgeon-major in army.	Wood merchant.
Lieut.-Colonel, Indian army.	Wine merchant.
Inspector of mails.	Teacher.
Corn-miller.	Writer to the Signet.
Accountant.	Master baker.
Farmer.	Land factor.

The average age at which they come is between four and five. The boys leave about eleven, the girls about fourteen, but many of them go on to the private classes. Six years is the period occupied by the boys' course, and the majority complete it, and then go into the higher classical schools in Edinburgh and England. The curriculum is imperative till the scholars are eight years of age, but after that it is not very stringently enforced. The scholars are promoted, generally speaking, from year to year, but occasionally the more backward are kept for two years in the same class. The masters do not go up each year with their classes. They remain stationary, and the scholars go from one class to another independent of the master. This is one of the very few schools in which we have found this system in operation, and it is eminently successful here. The head master considers that it works well where there is a superintendent over the whole school. The total number in the school, excluding the private classes for girls, is—

On the roll, . . .	347
In attendance, . . .	296

Private School, No. XI.

The following table shows at a glance the arrangement of the school, the numbers and ages of the scholars in the different departments :—

Subjects.	Number of Classes.	Number of Scholars *on the Roll.*		Number of Scholars in *Actual Attendance* when Circular filled up.							
				Under 8 years of age.		8 and under 12.		12 and under 16.		Total all Ages.	
		B.	G.	B.	G.	B.	G.	B.	G.	B.	B.
English and Religious Instruction,	Preparatory,	19	19	12	9	..	..	..	..	12	9
	First,	29	17	..	2	22	12	..	..	22	14
	Second,	31	26	2	4	28	16	..	..	30	20
	Third,	33	29	..	..	26	25	3	2	29	27
	Fourth, Boys,	67	..	..	..	54	..	8	..	62	..
	„ Girls,	..	77	..	..	..	21	..	50	..	71
	Total,	179	168	14	15	130	74	11	52	155	141
Arithmetic and Geography,	Second,	31	26	2	4	28	16	..	..	30	20
	Third,	33	29	..	..	26	25	3	2	29	27
	Fourth, Boys,	67	..	..	..	54	..	8	..	62	..
	„ Girls,	..	77	..	..	..	21	..	50	..	71
	Total,	131	132	2	4	108	62	11	52	121	118
Writing,	Third,	33	29	..	..	26	25	3	2	29	27
	Fourth, Boys,	67	..	..	..	54	..	8	..	62	..
	„ Girls,	..	77	..	..	..	21	..	50	..	71
	Total,	100	106	..	..	80	46	11	52	91	98
Drawing,	Fourth, Boys,	4	..	..	..	..	..	4	..	4	..
	„ Girls,	..	11	..	..	..	3	..	8	..	11
	Total,	4	11	..	..	..	3	4	8	4	11
Latin,	Fourth, Boys,	29	..	..	..	21	..	8	..	29	..
French,	Fourth, Girls,	..	20	..	..	..	..	..	20	..	20
	Whole school,	179	168	14	15	130	74	11	52	155	141

Examinations.

By the courtesy of the masters, we were enabled to see the whole school at work, and were allowed to examine the scholars; and the impression left on our minds by the whole appearance of the school, and the work done, was in the highest degree satisfactory. Reading, spelling, dictation, and music seemed to be the strong points. Latin was very elementary, and did not profess to be anything but a preparation for the first class of such a school as the Edinburgh Academy. The only weak point that we detected was in the French class. There appeared to be a want of interest on part of both teacher and scholars, and many inaccuracies on the part of the latter were overlooked. We had not time to examine the class on paper, but from what we saw of the teaching we are inclined to doubt if very much French can be learned by the pupils. In other respects the school seemed to be in every way qualified to give a first-rate education, so far as it professes to go. The teaching was uniformly good, and the tone of the scholars appeared to be excellent.

APPENDIX.

APPENDIX A.

SPECIMENS OF EXAMINATION PAPERS.

FOR LATIN PROSE—(Junior).

The fervency of thy studies did require that I should not for a long time recall thee from that philosophical rest thou now enjoyest, if the confidence reposed in our friends and ancient confederates had not at this present disappointed the assurances of my old age. But seeing such is my fatal destiny, that I should now be disquieted by those in whom I trusted most, I am forced to call thee back to defend the people and goods which by the right of nature belong unto thee. For even as arms are weak abroad, if there be not counsel at home, so is that study vain and counsel unprofitable which in a due and convenient time is not by virtue executed and put in effect. My intention is not to provoke, but appease ; not to assault, but no defend ; not to conquer, but to preserve my faithful subjects and hereditary dominions, into which this man has entered in a hostile manner.

FOR LATIN PROSE—(Senior).

They who have presumed to dogmatize on nature as on some well-investigated subject, either from self-conceit or arrogance, and in the professorial style, have inflicted the greatest injury on philosophy and learning. For they have tended to stifle and interrupt inquiry exactly in proportion as they have prevailed in bringing others to their opinion ; and their own activity has not counterbalanced the mischief they have occasioned by corrupting and destroying that of others. They, again, who have entered upon a contrary course, and asserted that nothing whatever can be known, whether they have fallen into this opinion from their hatred of the ancient sophists, or from the hesitation of their minds, or from an exuberance of learning, have certainly adduced reasons for it which are by no means contemptible.

FRENCH—(Junior).

1. Give the plural of the following words :—*Croix, vœu, sou, hôpital, détail, bétail, œil, aieul, cheval, cheveu, épais, égal, nouveau.*

2. Give the feminine of the following words :—*Jumeau, vertueux, pareil, prêt, conducteur, connoisseur, graveur, chasseur, chanteur, cher, complet, peintre.*

3. Write out the compound preterite indefinite of the verb *se lever*, and the present subjunctive of *s'asseoir*.

4. Translate into English :—

Plus la ruine de Marie Thérèse paraissait inévitable, plus elle eut de courage ; elle était sortie de Vienne, et elle s'était jetée entre les bras des Hongrois, si sévèrement traités par son père et par ses aïeux. Ayant assemblé les quatre ordres de l'état à Presbourg, elle y parut tenant entre ses bras son fils aîné presque encore en berceau ; et leur parlant en Latin, langue dans laquelle elle s'exprimait bien, elle leur dit à peu près ces paroles : Abandonée de mes amis, persécutée par mes ennemis, je n'ai de ressource que dans votre fidélité, dans votre courage, et dans ma constance ; je mets en vos mains la fille et le fils de vos rois, qui attendent de vous leur salut. Tous les députés attendris et animés tirèrent leurs sabres en s'écriant : Mourons pour notre roi Marie Thérèse ! Ils donnent toujours le titre de roi à leur reine. Jamais princesse en effet n'avait mieux mérité ce titre. Ils versaient des larmes en faisant serment de la défendre ; elle seule retint les siennes. Mais quand elle fut retirée avec ses filles d'honneur, elle laissa couler en abondance les pleurs, que sa fermeté avait retenus.

5. Translate into French :—

(α) We hastened to go down and thank the poor family for the hospitality which we had received. We found the fisherman, his aged mother, and his little children, who got ready to descend and visit the ship which had been abandoned in the evening, and see if it were safely moored against the bad weather, for the storm still continued.

(β) This room is twenty-five feet wide.

(γ) Whose son are you?

(δ) I cannot understand anything about it.

(ε) A sister of yours.

(ζ) Half a pound; a pound and a half.

6. Mention six French authors, the names of some of their works, and the dates of their deaths.

FRENCH—(Junior).

1. Give the plural of the following words :—*Voix, chapeau, fou, travail, éventail, ciel, heureux, nouveau, tout.*

2. Give the feminine of the following words :—*Joli, jeune, neuf, paresseux, ancien, dernier, pêcheur, accusateur, sculpteur, favori, gentil, las.*

3. Write out the cardinal numbers from one to twenty.

4. Write the present infinitive, present participle, past participle, 1st person singular present indicative, 1st person plural preterite definite, and 3d person plural future indicative, of the verbs which mean—'to go;' 'to sleep;' 'to be born;' 'to come;' 'to wish;' 'to walk;' 'to know;' 'to boil;' 'to fear.'

5. Write out the compound preterite indefinite of the verb *se lever.*

6. Translate into English :—

Un jour, ne pouvant plus endurer la faim, un pauvre alla voir son frère et lui demanda un morceau de pain; mais le richard, après l'avoir traité de paresseux, lui ferma la porte au nez. Renvoyé si brutalement, l'infortuné marchait sans savoir où diriger ses pas. Il avait faim; ses jambes le traînaient avec peine, et il tremblait de froid. N'osant plus rentrer chez lui les mains vides, il se dirigeait vers la montagne de la forêt. Il se demandait, Où aller? qui devenir? Dans ma cabane, il n'y a ni pain ni feu, et mon frère m'a chassé de chez lui! A la vue de la montagne qui se dressait devant lui, il se rappela avoir ouï dire qu'elle avait au sommet un feu éternel. Essayons d'y aller, pensa-t-il; peut-être réussirai-je à m'y réchauffer un peu; je suis si malheureux! Il s'avançait donc en montant.

7. Translate into French :—

(α) We hastened to go down and thank the poor family for the hospitality which we had received. We found the fisherman, his aged mother, and his little children, who got ready to descend and visit the ship which had been abandoned in the evening, and see if it were safely moored against the bad weather, for the storm still continued.

(β) This room is twenty-five feet wide.

(γ) Whose son are you?

(δ) I cannot understand anything about it.

8. Mention six French authors, the names of some of their works, and the dates of their deaths.

9. Mention six of the most celebrated characters in the French Revolution, and give a short account of one of them.

10. On what rivers are the following towns situated :—Paris, Avignon, Blois, Marseilles, Vienna, Florence, Dresden, Cologne, Antwerp, Mayence, Trèves, Nantes, Orleans?

FRENCH—(Advanced).

1. Write out to dictation the following passage :—

2. Translate into English :

Sans doute il est trop tard pour parler encor d'elle :
Depuis qu'elle n'est plus quinze jours sont passés :
Et dans ce pays-ci quinze jours, je le sais,
Font d'une mort récente une vieille nouvelle.
De quelque nom d'ailleurs que le regret s'appelle,
L'homme, par tout pays, en a bien vite assez.

O Maria-Felicia ! le peintre et le poëte
Laissent, en expirant, d'immortels héritiers ;
Jamais l'affreuse nuit ne les prend tout entiers.
A défaut d'action, leur grande âme inquiète
De la mort et du temps entrepend la conquête,
Et, frappés dans la lutte, ils tombent en guerriers.

3. Translate into French :—

I arrived there on the 1st of April 1835. A few days later a young man of my own age joined me there ; a man with whom, when at college, I had formed an intimacy that was almost brotherly. His life, from his cradle to his grave, has been mixed up with mine so closely that our existences have become, as it were, a part of each other, and almost everywhere, where I have had to speak of myself, I have spoken of him.

4. Write the present infinitive, present participle, past participle, first person singular present indicative, first person plural preterite definite, and third person plural future indicative, of the words which mean—'to go ;' 'to sleep ;' 'to be born ;' 'to come ;' 'to wish ;' 'to live ;' 'to know ;' 'to boil ;' 'to fear ;' 'to be worth ;' 'to be able.'

5. Write out the present subjunctive of the reflective verb 'to walk ;' the present indicative of the verb '*s'asseoir* ;' and the present imperative of '*s'en aller*.'

6. Explain the use of the past participle with and without the auxiliary verbs. Illustrate your meaning by examples.

FRENCH—(Senior.)

1. Translate into English :—

α. Pour moi, je vous l'avoue, je me *repais* un peu de gloire. Les applaudissements me touchent : et je *tiens* que dans tous les beaux-arts c'est un supplice assez fâcheux que de ce produire à des sots, que d'*essuyer* sur des compositions la barbarie d'un stupide. Il y a plaisir, ne m'en parlez point, à travailler pour des personnes qui soient capables de sentir lés délicatesses d'un art, qui *sachent* faire un doux accueil aux beautés d'un ouvrage, et par de chatouillantes approbations vous régaler de votre travail. Oui, la récompense la plus agréable qu'on *puisse* recevoir des choses que l'on fait c'est de les *voir* caressées d'un applaudissement qui vous honore. Il n'y a rien à mon avis qui nous paie mieux que cela toutes nos fatigues, et ce sont des douceurs exquises que des louanges éclairées.

β. Aujourd'hui le palmier qui *croît* sur le rocher
Sent sa feuille jaunir et sa tige sécher
A cet air qui brûle et qui pèse.
Ces villes ne sont plus ; et, miroir du *passé*,
Sur leurs débris *éteints s'étend* un lac glacé,
Qui fume comme une fournaise.

Parse in full the words in italics.

2. Write a dialogue of at least twenty lines in French upon the character of the Emperor of the French ; or

Translate into French :—

Sometimes I would wish to take my work again, but he would prevent me from so doing.

'Nonsense !' he would say. 'Happy days are so rare in life ! Go and see Catherine. Off with you. By and by, if I take a fancy to marry also, you shall work for both of us.'

Men like him should live a hundred years. What a good fellow he was! Such a simple, honest soul! He really was a father to us; and many a time, even now, when I bring him before my mind, with his black silk skull cap drawn over his ears, his grey beard, eight days old, his eyes puckered up with a good-humoured twinkle in them, and a kindly smile upon his lips—many a time, after the lapse of so many years, I imagine that I still hear his voice, and tears fill my eyes at the thought of him.

3. Write the present infinitive, present participle, past participle, first person singular present indicative, first person plural preterite definite, and third person plural future indicative, of the verbs which mean—'to drink;' 'to sleep;' 'to be born;' 'to die;' 'to wish;' 'to live;' 'to boil;' 'to fear;' 'to be worth.'

4. Write out the present subjunctive of the verb '*s'asseoir*,' the compound preterite indefinite of the reflective verb 'to walk,' and the present imperative of '*s'en aller*.'

5. Explain the use of the past participle, with and without the auxiliary verbs. Illustrate your explanation by examples.

GERMAN—(Junior).

1. Translate:—

This flower has an agreeable smell.
My son reads no more English works.
Do not go out of the room.
Where is your sister? She is in her garden.
She would be very much pleased if she had all these flowers.
My cousin is fifteen years and six months old.
Where does one find pens and ink?

2. Translate:—

Er hat deine Feder nicht genommen. Hat dein Bruder diesen Stock verloren? Das Kind dieser Frau ist immer krank. Karl hat der Schwester sein Federmesser geliehen.

3. Translate:—

Nach einer sehr stürmischen Nacht ging ein Vater mit seinem Sohne auf das Feld, um zu sehen, welchen Schaden der Sturm verursacht habe. Sieh doch, rief der Knabe, da liegt die grosse, starke Eiche auf dem Boden hingestreckt, während die schwache Weide am Bache noch aufrecht dasteht. Ich hätte geglaubt der Sturmwind würde leichter die Weide als die Eiche niedergerissen haben.

Mein Sohn, sagte der Vater, die stolze Eiche, die sich nicht biegen kann, müsste brechen; allein die geschmeidige Weide hat dem Sturmwinde nachgegeben und ist daher verschont geblieben.

4. Give the positive, comparative, and superlative of the adjectives that signify *good, near, much, high, old.*

5. Decline the German for 'The bad child;' 'This young man;' 'A poor woman;' and give the present indicative (singular and plural) of *sterben*.

6. Decline the German personal pronouns.

GERMAN—(Senior).

1. Translate:—

Die nassen Koffer und Mantelsäcke wurden zu Sitzen gewählt, ein Theil der müden Wandrer bequemte sich auf dem Fuszboden, Wilhelm hatte sich auf einige Stufen gesetzt, Mignon lag auf seinen Knien; das Kind war unruhig, und auf seine Frage was ihm fehlte? antwortete es: mich hungert! Er fand nichts bei sich, um das Verlangen des Kindes zu stillen, die übrige Gesellschaft hatte jeden Vorrath auch aufgezehrt, und er muszte die arme Creatur ohne Erquickung lassen. Er blieb bei dem ganzen Vorfalle unthätig, still in sich gekehrt; denn er war sehr verdrieszlich und grimmig, dasz er nicht auf seinem Sinne bestanden, und bei dem Wirthshause abgestiegen sey, wenn er auch auf dem obersten Boden hätte sein Lager nehmen sollen. Die übrigen geberdeten sich jeder nach seiner

Art. Einige hatten einen Haufen altes Gehölz in einen ungeheuren Kamin des Saals geschafft und zündeten mit groszem Jauchzen den Scheiterhaufen an. Unglücklicherweise ward auch diese Hoffnung sich zu trocknen und zu wärmen auf das schrecklichste getäuscht, denn dieser Kamin stand nur zur Zierde da, und war von oben herein vermauert; der Dampf trat schnell zurück und erfüllte auf einmal die Zimmer; das dürre Holz schlug prasselnd in Flammen auf, und auch die Flamme ward herausgetrieben; der Zug, der durch die zerbrochenen Fensterscheiben drang, gab ihr eine unstäte Richtung, man fürchtete das Schlosz anzuzünden, muszte das Feuer auseinanderziehen, austreten, dämpfen, der Rauch vermehrte sich, der Zustand wurde unerträglicher, man kam der Verzweiflung nahe. —GOETHE.

2. Translate :—

If this man had had good luck he would not be so poor.
I like to-day's play better than yesterday's.
Time flies; we must make use of it.
This good and wise old man is everybody's friend.
It is a quarter to four.

3. Give a list of the prepositions that govern the accusative case.

4. Parse '*geboten*,' '*gelogen*,' '*getroffen*,' '*gebissen*,' '*scheid*,' '*warf*,' '*schrieb*,' and give the imperfect tense and the perfect participle of '*fliegen*,' '*fliehen*,' '*schneiden*,' '*finden*.'

5. Give the meaning and gender of the following words:—*Korb, Geld, Post, Ring, Fleisz, Gedicht, Bleistift, Schlüssel.*

ENGLISH.

GRAMMAR.

1. How is the plural of nouns generally formed? Give the plural of the following :—

Cargo, choice, brother, grouse, chimney, sky, fox, mouse, pony, staff, sheep, deer, ox, loaf, bunch.

2. Give the derivation of the following words :—

Sovereign, colonel, lieutenant, sergeant, cabal, knave, omnibus, feudal, poltroon, priest, volume, radical.

3. Put the following passage into its natural prose order; parse the words in italics; and give a list of the words in it derived from Latin or Greek :—

For *hot* cold moist and dry four *champions* fierce
Strive here for mastery and to battle bring
Their embryon atoms they around the flag
Of *each* his faction in *their* several clans
Light-arm'd or heavy sharp smooth swift or slow
Swarm populous unnumber'd as the sands
Of Barca or Cyrene's torrid soil
Levied to *side* with warring winds and *poise*
Their lighter wings to *whom* these most adhere
He rules a moment Chaos *umpire* sits

HISTORY.

1. Give a short account, with dates, of any one of the following periods :—
   (1.) From the Norman Conquest to the Accession of Richard I.
   (2.) The Reigns of Edward I., II., III.
   (3.) The Wars of the Roses.
   (4.) The Reformation.
   (5.) The Commonwealth.
   (6.) The Revolution.
   (7.) The Reign of Queen Anne.
   (8.) The Rebellions of 1715 and 1745.

2. Mention the principal events in Scotch History contemporaneous with any one of the above-mentioned periods prior to the Union.
3. Give a short account of the French Revolution.

History—2.

1. State shortly what you know of—Thomas à Becket, Cardinal Wolsey, John Knox, Oliver Cromwell, Marlborough, Washington, Nelson.
2. Give the dates of the following battles, and state what you know of them :—Hastings, Flodden, Pinkie, Bosworth, Naseby, Culloden, Cressy, Quatre-bras, The Nile, Bunker's Hill.
3. Give a short account, with dates, of the reign of Mary Queen of Scots.
4. State what you know of the Rebellion of 1745.

Geography—1.

1. Describe fully the course of the Rhone and the Danube, mentioning the countries through which each flows, and any remarkable places on its banks.
2. Describe the Overland Route to India, mentioning all the places of importance on it.
3. Draw a map of Scotland, showing the chief physical features and the position of any twelve important towns, and of the counties on the coast.
4. Where are the following places, and what do you know of them :—Ancona, Manilla, Missolonghi, Labuan, Beyrout, St. Thomas, Ghent, Port-Natal, Weimar, Vancouver Island, Lausanne, Leipzig, Capri?
5. Define latitude, longitude, equator, and explain what is meant by physical geography.

Geography—2.

1. Describe any land route by which a traveller might go from Paris to Constantinople, mentioning the most important places that he would pass, and the most interesting things he might see.
2. Mention the chief rivers, towns, and mountains in Palestine.
3. Where are Venice, Genoa, Florence, Frankfort, Coblentz, Nürenburg, Liége, Metz, Ancona, Alexandria, Patras, Hamburg?

Literature—1.

1. Write a short critical account of the following poems :—'Lycidas,' Gray's 'Elegy,' 'Tam o' Shanter,' 'John Gilpin;' and state what you know of the authors.
2. Give an analysis of the story, and an account of three of the principal characters in any of Sir Walter Scott's Novels.
3. What do you understand by pastoral poetry? Mention the best English and Scotch pastoral poems.
4. In what works of what authors do the following characters occur :—Sir Roger de Coverley, Sir John Falstaff, Sir Andrew Aguecheek, Uncle Toby, Dogberry, Moses Primrose, Jacques, Joseph Andrews, Palamon and Arcite, Beatrice and Benedict, Belinda, Bobadil, Ophelia, Rebecca the Jewess, Miranda, Una?
5. Arrange the names of the following authors in chronological order, stating in what reign each lived, and analyse or give an account of an important work of any one of them :—Addison, Byron, Butler, Bacon, Crabbe, Dryden, Defoe, Gibbon, Hallam, Locke, Marlow, Pope, Prior, Smollett, Wordsworth.

Literature—2.

1. Arrange the names of the following authors in chronological order, stating in what reign each lived, and analyse or give an account of an important work of any one of them :—Burke, Burns, Byron, Goldsmith, Gray, Gibbon, Hume, Chaucer, Swift, Thomson, Scott, Macaulay, Milton, Tennyson, Hobbes.
2. Distinguish between epic, lyric, dramatic, and didactic poetry, and give an instance of each class.
3. Sketch briefly the story of any of Shakspeare's plays.

General English Paper.

1. Give the derivation of the following words :—Surgeon, alms, waggon, carriage, nephew, wife, husband, uncle, aunt, pope, cardinal, bishop, priest, vicar, minister, dean, elder, precentor, sovereign, colonel, lieutenant, sergeant, poltroon, cabal, school, church, parish.

2. Put the following passage into its natural prose order; parse the words in italics; and give a list of the words in it derived from Latin or Greek :—

For *hot* cold moist and dry four *champions* fierce
Strive here for mastery and to battle bring
Their embryon atoms they around the flag
Of *each* his faction in *their* several clans
Light-armed or heavy sharp smooth swift or slow
Swarm populous unnumber'd as the sands
Of Barca or Cyrene's torrid soil
Levied to *side* with warring winds and *poise*
Their lighter wings to *whom* these most adhere
He rules a moment Chaos *umpire* sits.

3. Write a short essay on the following subject :—Effect of the physical features of a country on the character and pursuits of a nation.

ARITHMETIC.

1. Add together :—

Seven hundred and three, eighty thousand and twenty-two, seventy-nine, one hundred thousand and fifteen, twenty million and two, one thousand three hundred and seven, nine, fifty thousand two hundred, twenty-one, one million and one, two hundred and twenty-six.

2. Divide 9 lbs. 9 oz. 3 dwt. 12 gr. by 5 dwt. 9 gr.

3. Find (by Practice) the dividend on £1710, 14s. 6d. at 13s. 4½d. in the pound.

4. If 18 men can dig a trench 30 yards long in 24 days by working 8 hours a day, how many will dig a trench 60 yards long in 64 days working 6 hours a day?

5. Add together—

$13\frac{4}{15}$, $\frac{37}{20}$, 300, and $\frac{59}{60}$.

6. Find the value of—

(α.) £1, 11s. 6d. divided by $\frac{1\frac{2}{9}}{3\frac{1}{7}}$.

(β.) $\frac{3\frac{7}{11}}{4\frac{2}{7}}$ of $\frac{10\frac{5}{7}}{7\frac{1}{2}}$ of $\frac{77}{540}$ of 27s.

7. Reduce—

$7\frac{1}{5}$ of £2, 3s. 6½d. to the fraction of 7s. 6d.

8. Reduce—

(α.) £2, 6s, 10½d. to a decimal of a £.

(β.) 1 cwt. 3 qr. 7 lbs. to the decimal of $2\frac{1}{2}$ tons.

9. In what time will £389 amount to £486, 4s. 3½d. at $4\frac{3}{8}$ per cent.

10. Divide a circulating decimal.

Divide $\cdot 10\dot{6}$ by $58\dot{3}$, and multiply the quotient by $\cdot 9\dot{1}42857\dot{}$.

11. Find accurately the square root of $222\frac{169}{196}$.

12. A person rows from *A* to *B* (a mile and a half) and back again in half an hour. How long would it have taken him if there had been a stream at the rate of a mile and a half per hour from *A* to *B*?

EUCLID—(Junior).

1. What do you mean by the word 'geometry;' and to what use is it chiefly applied?

2. Define a point, a line, a straight line, a plane superficies, according to Euclid; give also definitions of the same in your own words.

3. What different angles and triangles does Euclid employ? How does he define a right angle, a square, a rhomboid, parallel straight lines?

4. Explain the words 'postulate' and 'axiom.' Write down Euclid's postulates and his last axiom.

5. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

6. If the square described upon one of the sides of a triangle be equal to the square described upon the other two sides of it, the angle contained by these two sides is a right angle.

7. Through a given point draw a straight line such that the perpendiculars on it from two given points may be on opposite sides of it, and equal to each other.

EUCLID—(Senior).

1. What do you mean by the word 'geometry;' and to what use is it chiefly applied?

2. Define a point, a line, a straight line, a plane superficies, according to Euclid; give also definitions of the same in your own words.

3. What different angles and triangles does Euclid employ? How does he define a right angle, a square, a rhomboid, parallel straight lines?

4. Explain the words 'postulate' and 'axiom.' Write down Euclid's postulates and his last axiom.

5. If a straight line be divided into any two parts, the square of the whole line is equal to the square of the two parts, together with twice the rectangle contained by the parts.

6. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.

7. If the sides of two triangles about each of their angles be proportionals, the triangles shall be equiangular? and the equal angles shall be those which are opposite to the homologous sides.

8. If two triangles be on equal bases, and between the same parallels, any straight line parallel to their bases will cut off equal areas from the two triangles.

ALGEBRA.

1. Multiply—

   (1.) $1-ax+bx^2-cx^3$ by $1+x-x^2$.

   (2.) $a+mx-nx^2$ by $a-2mx+nx^2$.

2. Find the square root of

   $$x^6-4x^5+10x^4-20x^3+25x^2-24x+16.$$

3. Extract the cube root of

   $$a^6-3a^5b+6a^4b^2-7a^3b^3+6a^2b^4-3ab^5+b^6.$$

4. Solve the following equations:—

   (1.) $\frac{1}{7}(4x-21)+7\frac{5}{6}+\frac{7}{3}(x-4)=x+3\frac{3}{4}-\frac{1}{8}(9-7x)+\frac{1}{1\frac{1}{2}}$.

   (2.) $\dfrac{(2x+3)x}{2x+1}+\dfrac{1}{3x}=x+1$.

   (3.) $\dfrac{6x-7\frac{1}{3}}{13-2x}+2x+\dfrac{1+16x}{24}=4\frac{5}{1\frac{1}{2}}-\dfrac{12\frac{5}{8}-8x}{3}$.

5. Divide £607, 1s. 8d. into two sums, such that the simple interest of the greater sum for two years, at $3\frac{1}{2}$ per cent., shall exceed that of the less for $2\frac{1}{3}$ years, at $3\frac{1}{4}$ per cent., by £18, 16s.

6. Solve the following:—

   (1.) $\dfrac{3x^2}{4}-\dfrac{15x^2+8}{6}=2x^2-3$.

   (2.) $37x-7x^2=47\frac{1}{7}$.

7. Bought two flocks of sheep for £15, in one of which there were five more than in the other; each sheep in each flock cost as many shillings as there were sheep in the other flock. How many were there in each?

APPENDIX B.

(1.)—FORM OF SCHEDULE SENT OUT TO THE TOWN-CLERKS.

TO THE TOWN-CLERK OF THE BURGH OF .

1. In what town, if any, and in what parish, is the School situate?
2. When was the School first established, and in what manner was it done?
3. Can you send a copy of the rules by which it is now governed?
4. In whom are the School buildings and other property vested?
5. Who are the governors or managers of the School?
6. How are they appointed?
7. Are there any, and what special qualifications of any kind required for becoming a governor of the School?
8. Do the governors exercise any control over—(*a*) The internal management and regulation of the School, and particularly over the scale of Fees? (*b*) The appointment and dismissal of the Masters? (*c*) The admission and expulsion of the boys? (*d*) The studies? (*e*) The discipline? (*f*) The conduct of examinations and appointment of examiners?
9. Is there any Rector, and how many Masters are there in the School?
10. Is there any rule or regular custom respecting the proportion between the number of Masters and the number of boys?
11. What special qualifications are required for a person to be elected or to continue Rector or Master?
12. What are the respective powers, duties, and emoluments of the Rector and each Master?
13. Are there any bursaries at any University appropriated to boys of the School? If so, state—(*a*) The total number; (*b*) The amount of each; (*c*) The period for which it is tenable; (*d*) The conditions of tenure; (*e*) The qualifications required for candidates; (*f*) The subjects of examination; (*g*) The special objects contemplated by the founders.
14. Are there bursaries tenable at the School? If so, give the same particulars.
15. What are the special objects contemplated in the establishment of the School either as to—(*a*) Persons to be instructed? or (*b*) Subjects to be taught?

(2.)—FORM OF SCHEDULE SENT OUT TO TEACHERS IN PUBLIC SCHOOLS.

BURGH AND MIDDLE-CLASS SCHOOLS.

The Questions relating to the Total Number of Scholars in the School, and those contained in Tables II., III., and IV., may be answered by the Rector or Head Master alone.

QUESTIONS.	ANSWERS.	
Name of School, ...		
Burgh or Town and County, ...		
Total Number of Scholars in the *whole* School—	Boys.	Girls.
On Roll, ...		
In Attendance, ...		

TABLE I.

Name of Teacher, ...
Subject of Instruction, ...

SUBJECTS.	NUMBER OF CLASS.	NUMBER OF SCHOLARS *on the Roll.*		NUMBER OF SCHOLARS *in actual Attendance* WHEN CIRCULAR FILLED UP.									
		Boys.	Girls.	Under 8 years of age.		8 and under 12.		12 and under 16.		16 and above.		Total all ages.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	1 (or lowest), 2 . . . . . 3												
	TABLE II. WHOLE SCHOOL.												

TABLE III.

INCOME OF SCHOOL.

QUESTIONS.	ANSWERS.
TOTAL INCOME for last Financial Year, under the Heads :—	
Salaries paid by Town-Council to Rector or Head Master, .	£
,, ,, ,, Assistant Masters, . .	
Endowments,*	
Parliamentary Grants, ...	
Grants from the Trustees of any Bequest, ...	
Voluntary Subscriptions and other sources, ...	
Fees, ...	
TOTAL,	£

* In cases where there are Endowments state—
1. The source from which they are derived.
2. The manner in which they are expended.

TABLE IV.

FEES.

Are the Fees payable in one sum for all the Branches taught? .	
If so, what is the amount per Scholar for the Session? . .	£
If not payable in one sum, what is the scale, per Quarter, for the undernoted subjects, viz. :—	
Religious Knowledge, ...	£
Greek, ...	
Latin, ...	
French, ...	
German, ...	
Other Foreign Languages, ...	
Arithmetic, ...	
Book-keeping, ...	
Mensuration and Surveying, ...	
Mathematics, Pure or Applied, beside preceding, . . .	
Physics, including Practical and Experimental Mechanics, .	
Natural History, including Vegetable and Animal Physiology,	
Chemistry, ...	
History, ...	
Geography, ...	
English Grammar, ...	
English Literature, ...	
English Composition, ...	
Reading, ...	
Writing, ...	
Music, ...	

QUESTIONS.	ANSWERS.
Drawing, ...	
Other Subjects, ...	
Are they payable Yearly, Half-yearly, Quarterly) or how?	
In advance, or at the close of the Session?	

(Signed)_____

Date,_____

(3.)—FORM OF NOTES OF PARTICULARS OF INQUIRY SENT TO TEACHERS IN PUBLIC SCHOOLS.

PARTICULARS OF INQUIRY RELATING TO THE SCHOOL AT , IN THE COUNTY OF .

1. If any great change has occurred in the number or character of the surrounding population, or if new schools have been established, state whether, and when, and how—(*a*) The success or usefulness of the Burgh School has been affected; (*b*) The class or habits of the boys attending it have been altered.

2. From what distance do the boys come?

3. Do they (*a*) remain for the whole day? or (*b*) return to their homes between the school hours?

4. Can you state generally the professions or occupations of the parents of the boys attending the school?

5. On the average of the last five years, how many boys have gone—(*a*) To any University; (*b*) To any other place of education?

6. During how many weeks in the year is the School at work?

7. What, if anything, are the boys required to know on admission?

8. Is their possession of this knowledge ascertained by examination?

9. How many classes are there in the School?

10. How many of these classes does a boy at the School generally attend?

11. State the number of classes which are attended by ten or twenty boys in each class in the School?

12. For how many hours a week does each class in the School meet in School?

13. What proportion of the lessons are learnt—(*a*) In School? (*b*) Out of school?

14. In learning Latin, Greek, French, and German lessons, are the boys recommended or forbidden—(*a*) To use translations; (*b*) To have assistance from a master or tutor; (*c*) To have no aid but grammar and dictionary?

15. Are Latin, Greek, French, and German exercises done—(*a*) In prose; (*b*) In verse?

16. Are such exercises, if any—(*a*) Short sentences taken from exercise-books; (*b*) Continuous pieces for translation; (*c*) Original composition?

17. Are examples in arithmetic or mathematics—(*a*) Taken from text-books; (*b*) Dictated orally by the master; (*c*) Set in writing?

18. Are the boys taught natural history, physics, or chemistry—(*a*) By text-books; (*b*) By oral lectures; (*c*) With specimen objects and experiments shown by the master or lecturer; (*d*) With specimen objects handled and experiments worked by the boys themselves?

19. Are the following subjects taught, and in what way—(*a*) Geometrical drawing; (*b*) Perspective; (*c*) Freehand Drawing from the flat; (*d*) Freehand drawing from models; (*e*) Colouring?

20. How often is the School examined?

21. By what examiners? and how are they appointed?

22. In what subjects?

23. What system of rewards and prizes is in use in the school?

24. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations for Scholarships at the Universities, and for the Civil, Military, and East India Services?

25. Is the School connected with any, and if so, with what religious denomination?

26. What provisions are made for religious instruction?
27. What punishments are in use? and for what offences are they inflicted?
28. If corporal punishment is in use, is it inflicted publicly or privately, and by whom?
29. Are there any monitors employed to aid in maintaining discipline?
30. Have the boys access to any school library?
31. Under what conditions?
32. Is there a playground attached to the School?
33. If so, is it open to all the boys to use?
34. How large is it?
35. How far is it from the School?
36. Have the boys any and what covered place for play in wet weather?
37. How many hours a day are allowed for play?
38. What are the usual games or other bodily exercises?
39. Do any of the masters join in the games?
40. Is there a gymnasium?
41. Is drilling or any athletic exercise taught as a part of the school system?
42. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
43. What subjects of instruction do you believe to be preferred by the parents?
44. What difficulties, if any, do you find in the discharge of your duty?
45. Would it, in your opinion, be an advantage or otherwise if your School were examined annually, and publicly reported on by independent examiners?
46. If such examiners are desirable, how should they be appointed?

I, being one of the (*or* we, being) Masters of the above-named School, hereby certify that the foregoing statements are correct.

(Signed)

(4.)—FORM OF SCHEDULE SENT TO TEACHERS IN PRIVATE SCHOOLS.

PRIVATE SCHOOLS.

Questions.	Answers.
Name of School, ...	
Burgh or Town and County, ...	
Total Number of Scholars in the *whole* School—	
On Roll, ...	
In Attendance, ...	

Name of Teacher, ...
Subject of Instruction, ...

Subjects.	Number of Class.	Number of Scholars *on the Roll.*	Number of Scholars *in Actual Attendance* when Circular filled up.				
			Under 8 years of age.	8 and under 12.	12 and under 16.	16 and above.	Total all ages.
	1 (or lowest). 2 . . . 1 . . .						

1. Will you give a list of the masters, the subjects that they teach, and the hours they are employed in teaching?
2. Will you state where they have been educated, and what training, if any, they have had as teachers?

3. How many day scholars are there in the School?
4. What fees are charged for day scholars?
5. What is the charge for board and education?
6. What extra expenses are there?
7. What is the average bill of a boy of ten or eleven years, and a boy of fourteen or sixteen years of age?
8. What expenses does this include?

(Signed)_____

Date,_____

(5.)—FORM OF NOTE OF PARTICULARS OF INQUIRY SENT TO TEACHERS IN PRIVATE SCHOOLS.

(PARTICULARS OF INQUIRY RELATING TO .)

1. Can you state generally the professions or occupations of the parents of the boys attending the School?
2. On the average of the last five years, how many boys have gone—(*a*) To any University? (*b*) To any other place of education?
3. During how many weeks in the year is the School at work?
4. What, if anything, are the boys required to know on admission?
5. Is their possession of this knowledge ascertained by examination?
6. How many classes are there in the School?
7. What proportion of the lessons are learnt—(*a*) In School? (*b*) Out of School?
8. In learning Latin, Greek, French, and German lessons, are the boys recommended or forbidden—(*a*) To use translations; (*b*) To have assistance from a master or tutor; (*c*) To have no aid but grammar and dictionary?
9. Are Latin, Greek, French, and German exercises done—(*a*) In prose; (*b*) In verse?
10. Are such exercises, if any—(*a*) Short sentences taken from exercise-books; (*b*) Continous pieces for translation; (*c*) Original composition?
11. Are examples in arithmetic or mathematics—(*a*) Taken from text-books; (*b*) Dictated orally by the master; (*c*) Set in writing?
12. Are the boys taught natural history, physics, or chemistry—(*a*) By text-books; (*b*) By oral lectures; (*c*) With specimen objects and experiments shown by the master or lecturer; (*d*) With specimen objects handled and experiments worked by the boys themselves?
13. Are the following subjects taught, and in what way—(*a*) Geometrical drawing; (*b*) Perspective; (*c*) Freehand drawing from the flat; (*d*) Freehand drawing from models; (*e*) Colouring?
14. How often is the School examined?
15. By what examiners? and how are they appointed?
16. In what subjects?
17. What system of rewards and prizes is in use in the School?
18. Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the Competitive Examinations for Scholarships at the Universities, and for the Civil, Military, and East India Services?
19. What provisions are made for religious instruction?
20. What punishments are in use? and for what offences are they inflicted?
21. If corporal punishment is in use, is it inflicted publicly or privately, and by whom?
22. Have the boys access to any school library?
23. Under what conditions?
24. Is there a playground attached to the School?
25. If so, is it open to all the boys to use?
26. How large is it?
27. How far is it from the School?

28. Have the boys any and what covered place for play in wet weather?
29. How many hours a day are allowed for play?
30. What are the usual games or other bodily exercises?
31. Do any of the masters join the games?
32. Is there a gymnasium?
33. Is drilling, or any athletic exercise taught as a part of the school system?
34. What subjects of instruction do you believe to be best fitted for the education of the majority of your scholars?
35. What subjects of instruction do you believe to be preferred by the parents?
36. What difficulties, if any, do you find in the discharge of your duty?
37. Would it, in your opinion, be an advantage or otherwise if your School were examined annually, and publicly reported on by independent examiners?
38. If such examiners are desirable, how should they be appointed?

I, being one of the (*or* we, being) Masters of the above-named School, hereby certify that the foregoing statements are correct.

(Signed)